DOCUMENT RESUME

ED 154 696 HE 009 971

AUTHOR Capelle, Jean
TITLE Mobility of Postgraduate Students, Academic Teachers, and Research Workers.
INSTITUTION Council for Cultural Cooperation, Strasbourg (France).
PUB DATE 77
NOTE 89p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Administrative Policy; *College Graduates; *Educational Mobility; *Faculty Mobility; Financial Support; *Foreign Countries; Foreign Nationals; Information Dissemination; Language Handicaps; *Occupational Mobility; *Researchers; Statewide Planning; Student Mobility
IDENTIFIERS Austria; Belgium; *Europe; France; Iceland; Italy; Netherlands; Norway; Spain; Sweden; Switzerland; Turkey; United Kingdom; West Germany

ABSTRACT

A group of European countries cooperated to conduct a two-year Special Project Mobility with the aim of proposing practical ways of improving information and overcoming obstacles to academic mobility after they had been identified. The recommendations are grouped here in five categories: (1) organization and distribution of information; (2) academic and administrative conditions for mobility; (3) reception of foreigners; (4) problems of language; and (5) financial aid. The recommendations are addressed to the appropriate authorities in each of the thirteen countries participating: Austria, Belgium, France, Federal Republic of Germany, Iceland, Italy, the Netherlands, Norway, Spain, Sweden, Switzerland, Turkey, and the United Kingdom. In addition, a monograph is included on the particular conditions in each country. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Mobility of postgraduate students academic teachers and research workers

Report on Special Project Mobility
set up under the auspices
of the Committee for Higher Education
and Research

presented by Rector Jean Capelle

Council of Cultural Co-operation
Council of Europe
Strasbourg
1977

© Council of Europe 1977

CONTENTS

		Page
Preface		7
Part I :	Introduction	9
Part II :	Recommendations for the encouragement of mobility of postgraduate students (alumni), academic teachers and research workers	17
Part III :	Conditions for mobility	21
Part IV :	Country monographs :	
	Austria	43
	Belgium	48
	France	51
	Federal Republic of Germany	57
	Iceland	61
	Italy	64
	The Netherlands	67
	Norway	70
	Spain	73
	Sweden	77
	Switzerland	81
	Turkey	83
	United Kingdom	87

PREFACE

The mind knows no frontiers as everyone is well aware. And yet there are many factors – mainly due to the national context in which institutions have grown up – that impede the development of communication between people dedicated to the advancement of knowledge throughout the world. To this immense undertaking a special contribution is made by the disinterested efforts of the university community of teachers, researchers and postgraduate students. Without underrating measures already taken to foster communication between the members of this community in the face of such obstacles as the lack of resources, the language barrier and a traditional sedentariness, and without denying the success of international co-operation in the field of thought and research, one can safely assume that yet further progress may be made, particularly in highly practical matters, through unspectacular, yet effective action.

Accordingly, thirteen European countries agreed to conduct a two-year Special Project Mobility with the aim of proposing practical ways of improving *information* and overcoming *obstacles* to mobility after they had been duly identified. The countries were: Austria, Belgium, the Federal Republic of Germany, France, Iceland, Italy, the Netherlands, Norway, Spain, Sweden, Switzerland, Turkey, the United Kingdom.

This report contains an analysis of the information gathered and a list of the resultant proposals.

PART I

INTRODUCTION

I. *Terms of reference of the Special Project Mobility (SPM)*

1. The terms of reference of the project have been defined as follows: [1]

1. creation of a network of information centres and / or services;

2. harmonisation of national legislation and regulations affecting the subject;

3. harmonisation of administrative and financial practices (cf. Doc. CCC (71) 37 and (72) 26).

The ultimate aims would be:

1. freedom of movement between institutions of higher education and / or research;

2. a "European status" for teachers in higher education and research workers;

3. co-ordinated scholarship and fellowship schemes (cf. Doc. CCC (71) 37).

The CCC guided the project in the following two directions:

a. *Improvement of mobility information*

---

1. See Resolution No. 2 of the 7th Conference of European Ministers of Education (Brussels 8–10 June 1971):

"All Member States of the Council for Cultural Co-operation should endeavour to provide – if necessary by attributing supplementary functions to existing institutions – for a national centre or for co-ordinated national services to collect and provide information on:

- foreign systems of post-secondary education and their admission requirements;
- the content of foreign qualifications;
- existing equivalence arrangements;
- possibilities for study, teaching, research and practical training offered abroad;
- possibilities of obtaining grants and scholarships for study and research abroad . . .

In all member states, it should be permissible under the law to appoint a foreign national to the post of lecturer, professor and/or chair holder and to a corresponding post at a public research centre".

b. *Definition of legal, administrative and financial obstacles (cf. Doc. CCC/ESR/PSM (74) 1).*

The two words *information* and *obstacles* therefore sum up the two fields for consideration assigned to the SPM.

II. *Working methods of SPM*

2. The responsibility for the project was assigned to a director and a full-time administrative assistant.

The work was accomplished within the administrative framework of the Directorate of Education and Cultural and Scientific Affairs.

Furthermore, in each participating country, a *national correspondent* was appointed to be responsible for various tasks (documentation, survey obstacles, contacts).

3. The SPM drew on three sources of information:

1. the documentation and studies on the subject of university mobility produced by large international bodies like Unesco, the International Association of Universities, OECD, the Directorates of EEC and the Council of Europe; [1]

2. the replies to a questionnaire drawn up jointly by the Directorate of Education at the Communities headquarters in Brussels and by the Secretariat of the SPM in the Council of Europe, and the replies to a short questionnaire addressed to the students of several institutes for European studies;

3. the visits made to the authorities for higher education and research in the participating countries.

III. *Scope and terminology of the SPM*

A. *Categories of people dealt with by the SPM*

4. The project concerns three categories of people: students who have obtained their degrees (post-graduates), university teachers and

---

1. Among these, the following documents might be quoted:
– the report on the 7th Conference of European Ministers of Education (Brussels 1971);
– the study **Pour une politique communautaire de l'Education** (M. Janne, 1973 EEC, Brussels);
– the well documented study by Professor Lesguillons on **The mobility of university personnel** (1973 CCC, Council of Europe);
– the resolution adopted on 11 December 1975 by the Council of European Communities and the Ministers of Education meeting within the Council.

research workers. Undergraduates and research workers in industry are not included (CCC (75) 4).

5. The identification of university teachers and research workers raises no difficulty on the understanding that the research work in question is that conducted by universities and high level institutions.

6. It is not so easy, however, to define the category of students with which the project is concerned and to differentiate them from the general run of students registered at universities or at teaching establishments of university standing, since the organisation and duration of higher studies vary in the same country according to the professional field concerned, and also vary, in the same field, from one country to another. For the same reason it is not possible to typify the post-graduate student by reference to a certain number of years of higher studies.

This is why it is proposed to specify that the students with whom the SPM is concerned are those who, after terminating their higher professional studies or studies related to general curricula determined in advance, embark on a course in which personal study and the chosen subject are ancillary to formal pre-established studies: since they have no specific title, we propose, at least for the purpose of this report, to call them "alumni" (in Latin *alumnus* is somebody who receives instruction).

7. All three groups under consideration present a functional unity since in all cases they are composed of people undertaking personal study or research or engaged in teaching based on such work.

There is, however, a fundamental distinction in status: the post-graduate students have not yet taken up a profession whereas teachers and research workers are "professionals".

B. *Types of mobility*

8. The mobility with which the project is concerned refers, in respect of the categories defined above, to movements between countries in Europe and principally between countries which are parties to the European Cultural Convention, of which the CCC is the permanent responsible organ. The member countries of the European Communities are parties to this convention and may have particular facilities for promoting mobility among themselves. It does not refer to movements inside the same country or to interprofessional movements.

9. Thus defined, mobility offers definite advantages to the country of origin and to the host country if it involves temporary absence of short or even of long duration. This said, the mobility which is most practised and most useful is reciprocal mobility, the movement in both directions. It is this type of mobility which the SPM seeks to encourage. Mobility leading to permanent settlement in the host country calls for more qualified consideration; we call attention to two aspects of it.

In the first place, in the great family of higher education and research the welcome given to political refugees should be quite unrestricted. In the second place, the balance of mobility between entries and departures must not be allowed to lead to a systematic excess of permanent departures over permanent entries, since at this level one way mobility would constitute a "brain drain". In this way, Europe has lost some of its best scientists. And since the greater attraction is naturally towards societies with the higher standard of living, the rich countries tend, willy nilly, to enrich themselves in brainpower to the detriment of poor countries.

C. *Restrictions on mobility*

10. First of all it is necessary to adopt a flexible definition of the word "obstacle" The conditions in which mobility may be practised are not necessarily the same in every country. Some of the regulations which restrict mobility may be more in the nature of "safety" to avoid mistakes rather than obstacles to the realisation of the SPM's objectives.

This distinction between a "safety net" and an "obstacle" is particularly difficult to elucidate because it has a political content involving the socio-economic objectives of the development of the individual countries. It is however a useful distinction since it helps to avoid *uncontrolled mobility* and perhaps to promote *rational mobility*.

11. In face of the importance of the number of indigenous students in all countries, misgivings are felt over the effects of the trend to modify the welcome given to foreign students. Universities which impose limitations on the numbers of national students naturally extend this limitation to foreigners. But is there not a danger that in the future foreign students may be subject to increasing restrictions, even in universities where so far admission has been free to anyone who has successfully completed his secondary schooling? The cost of certain university studies and the lack of reciprocity between countries will

inevitably result in the most hospitable countries regulating to some extend the influ~ of foreign students.

But such restrictions, where they are applied, should not include "alumni" in the overall quotas. These should be considered apart from ordinary students if only because they are far fewer in number.[1]

D. *Role of the Equivalence Conventions*

12. A question which affects mobility (without being the key to it as had been hoped at the end of the last war) is that of the equivalence of diplomas and the recognition of periods of study abroad.

The three European conventions drawn up by the Council of Europe and ratified by most of the member countries (Equivalence of Diplomas leading to Admission to Universities, 1953, Equivalence of Periods of University Study, 1956, Academic Recognition of University Qualifications, 1959) are appreciated and are being put into effect. They have facilitated mobility particularly with regard to admission to universities and through the increasing number of visits abroad by future modern language teachers.

Bilateral equivalence conventions may go beyond the provisions contained in the convention of the Council of Europe.

13. Though undeniably useful, these conventions are limited in their effects, particularly at a time when university reforms lead to changes in diplomas and to new diplomas which renders the comparison of academic qualifications more and more difficult. In practice, the universities assess applications from foreign candidates case by case on the basis of individual references and the quality of their work. In the case of alumni, what counts is less the qualification obtained than the presentation of work carried out and the opinion of the professors who have guided their work. This shows that a great step forward will have been taken in favour of mobility for postgraduate students when a correspondence of the structures of higher education has been achieved.

E. *Lack of intra-European mobility*

14. There are various factors, such as people's habits, languages and the scientific equipment available, which make for differences – sometimes considerable differences – in the direction taken by international

1. That they are fewer in number is obvious although there are no statistics at this level except, in the case of some countries, for the holders of particular scholarships. Similarly, we have only very incomplete data for assessing, in individual countries, the importance of the movement of university teachers and research workers, whether of nationals going abroad or foreigners engaged by the universities and research institutes.

university movements. Occasionally the number of candidats is insufficient in comparison to facilities offered, in particular with regard to the number of scholarships, even when the amounts offered are travel paid for and the grant-holder provided with adequate social security coverage during his stay abroad.

National authorities might infer that the machinery of mobility is adequate and that the legislative or administrative measures for the reception of foreigners are well adapted to the needs: any improvements are to be sought essentially in increasing the funds allotted to mobility and information operations.

Closer examination of the facts show less cause for optimism and the need for measures which will bring fresh improvements to a situation which is considered satisfactory, if regarded as a whole.

These improvements are to be sought in the creation of new incentives for going abroad rather than in the perfecting of the machinery itself, though regrettably this is often found to work too slowly.

15. There are, in fact, few incentives to intra-European mobility. If we analyse the mobility of Europeans in the field of research we find that the international trends are mainly towards the United States. Special links encourage limited, but very useful, mobility: for example the common Spanish culture which unites the Iberian Peninsula and South America, or again the links between the Turkish Middle East University in Ankara and the neighbouring Islamic countries. In brief, intercontinental mobility is far greater than European mobility proper.

The majority of European countries take in a large proportion of graduates from developing countries, which is certainly an indispensable form of mobility, but one that is virtually unreciprocated.

In Europe itself there are privileged currents like those which are promoted by conventions: bilateral ones between France, the Federal Republic of Germany or the United Kingdom, as well as multilateral ones, for example, between the Nordic countries. Some currents are relatively large, but often only one way. For example, although there is quite a considerable movement of Turkish students into Europe, there is very little movement the other way.[1]

It would surely be useful for Europe to encourage reciprocal mobility between the countries of the northern and southern halves of the continent, as between West and East Europe.

---

1. It is interesting to note in this respect that, because of the particularly large number of Turkish workers in the Federal Republic of Germany, the number of Turkish students in German universities is four or five times higher than the number of Turkish students in the universities of the USA, the United Kingdom or France.

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

ED154696

EDUCATION & CULTURE

Mobility of postgraduate students, academic teachers and research workers

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE 009 991

Strasbourg 1977

While we must welcome the fact that European research workers get to know each other and forge lasting bonds when they meet in American laboratories, it may be hoped that European laboratories — whose scientific potential in respect of both equipment and personnel seems to be underestimated — will play a bigger part in bringing together Europeans from north and south and from east and west.

IV. *Composition of the present report*

16. The report comprises in the second and third parts an analysis of the main areas in which a certain number of obstacles has been identified. Our recommendations are grouped in five sections corresponding to these areas as follows:

1. organisation and distribution of information;
2. academic and administrative conditions for mobility;
3. reception of foreigners;
4. problems of language;
5. financial aid.

The *second part* of the report is devoted to the recommendations, among which the Steering Group of the SPM underlines to the CCC, stressing their urgency, those recommendations which have a bearing on the *organisation and the distribution of information* and those concerning the *social protection* of alumni, research workers and teachers during their stay abroad.

The *third part* of the report, examining the five areas already mentioned here, contains considerations about obstacles met with and the proposed way of remedying them.

Finally, in the *fourth part* of the report, a series of monographs is published for each of the thirteen countries participating in the project, summing up the present conditions of mobility of alumni, research workers and teachers.

V. *Addressees of the report*

17. The recommendations are addressed to the appropriate authorities in the countries taking part in the project and passed on to the CCC for information.

It is desirable that they should also be taken into account by political authorities and academic circles in countries signatory to the Cultural Convention even if they have not participated in the SPM.

For this purpose the CCC should also be asked to consider the proposals for future Council of Europe action. The final report and the recommendations should also be brought to the attention of the Parliamentary Assembly with a view to a discussion in its Committee on Culture and Education.

Finally, the final report and the recommendations should be printed and given a wide distribution, notably also in countries not signatory to the Cultural Convention.

18. Concerned with the prolongation of the impact of the SPM towards a more long-term effect, in favour of the future alumni's mobility, the Steering Group proposes to the CCC the promotion of studies in the following two areas:

1. the harmonisation of the structures of undergraduate studies *(les premiers cycles universitaires)*,

2. the search for appropriate means of establishing – for example, in the form of a European Students' Record Book – a summary showing the *nature of studies* carried out and the *extent of their success*.[1]

1. See also item 7 of the resolution of the Council of the European Communities and the Ministers of Education, meeting within the Council (9 February 1976): "In order to assist pupils from the member states moving from one country to another within the community to make the transition from one education system to another, the idea and means of introducing a standard school record card will be studied at community level with a view to reaching a decision at the earliest possible date".

PART II

RECCMMENDATIONS

for the encouragement of mobility of postgraduate students (alumni), academic teachers and research workers

I. *Organisation and distribution of information*

1. Information centres should be located geographically as follows:

1. in each institution or group of institutions, an information and reception bureau should be set up for the purpose of providing foreigners with information on teaching and research and giving them the help they need in all matters connected with their reception and settling in;

2. at the national level, even if there are several bodies dealing with documentation about teaching and research, the general information which is necessary for visiting foreigners or nationals going abroad (alumni, research workers, teachers) should be centralised either by establishing at national level their own information centres or by directing the applicants to the service which can supply them with the information they need;

3. at European level, a service of the Council of Europe could facilitate co-operation between the national services responsible for mobility information by co-ordinating information published by the national services.

These centres should have, meanwhile, the human, financial and material means necessary for carrying out their responsibilities to the best effect.

2. In each country regular statistics should be provided on the movements of alumni, research workers and teachers coming from abroad, a distinction being drawn between intra-European mobility and mobility to and from non-European countries.

II. *Academic and administrative conditions for mobility*

3. Encouragement should be given to the conclusions of agreements between universities and research departments to promote study or information trips, and to any measures which might help to develop personal relations.

4. Periods spent abroad in teaching and research by university teachers and by research workers should count towards seniority, promotion and pension rights.

5. Teachers and research workers who are civil servants or under permanent contract should have a guarantee that their jobs will remain open for a certain number of years; they should in any case be assured of obtaining a post which is at least equivalent to the one which they left.

6. For research workers and teachers serving temporarily abroad, information on employment possibilities on return should be distributed at regular intervals.

7. The sabbatical year should be introduced into the CCC countries which do not yet have this system. After a certain number of years of service, academic teachers should be entitled, subject to their doing approved work, to obtain a period of paid leave which might last for one year. This opportunity (the frequency of which remains to be determined) should not be limited to the more eminent professors.

8. It is recommended that research workers or teachers who are to do paid work in a foreign country should be able to obtain, as soon as they arrive, the first payments due to them, either from a scholarship or as a salary, without complicated administrative machinery being invoked as an excuse or justification for delay.

III. *Reception of foreigners*

9. Alumni should not be included in any quotas imposed on foreign students, This exclusion is justified by the fact that they are selected individually by the academic authorities of the host country.

10. Research workers and teachers who are taken into an academic community should have the same rights as their national colleagues in regard to participation in internal meetings and assemblies and to membership of examining boards.

11. Research workers and teachers who have already spent a certain amount of time in the host community (for example one year), and are

to remain there for several more years, should be able to apply, on the same basis and under the same conditions as their national colleagues of the same grade, for leading academic posts which are subject to election.[1]

12. All the CCC countries should adopt, vis-à-vis the other CCC countries, the arrangement practised in the Community countries under which work permits are not required in respect of foreign alumni, teachers and research workers for any paid employment offered to them in a university or research institution of the host country.

13. Whatever the length of stay in the host country, the research worker and teacher should be able to accept paid work while keeping his or her original nationality, if he or she so wishes.

14. All alumni, research workers and teachers staying at a university or research institution abroad, must benefit from complete social protection in case of illness or accident affecting them or possibly their spouse or children. This means they must enjoy full protection under the regulations in force in the host country, but in addition the share in the expenses which would normally fall on them must be covered by an insurance scheme or by other appropriate provisions.

A study in depth should be undertaken by an international group of experts in order to implement the principle set out above.

IV. *Language problems*

15. Apart from those specialising in languages, all higher education students should take practical courses to polish up their knowledge of a European language other than their own. Furthermore, they should be given the opportunity of practising a second foreign language.

16. If an audience of students has the necessary linguistic knowledge the regulations should not prevent teaching being conducted partly or entirely in a language other than the national language.[2]

To this end the authorities should be encouraged to engage foreign assistants to direct practical work in their mother tongue for students who can understand them.

17. Those responsible for the organisation of conferences, colloquies, etc. at the highest level of teaching and research should be given the greatest freedom in the choice of the most suitable language to use.

---

1. Reservation of France, Spain and Turkey.
2. Belgium and France reserved their position with regard to the first paragraph.

17

18. Anybody seeking admission to an academic career should be obliged to master at least one foreign language.

V. *Financial aid*

19. Alumni admitted to a foreign university should be exempted from any special dues levied on foreigners. [1]

20. Financial aid (scholarships, loans, etc.) awarded for postgraduate studies should be usable abroad without impediment and in particular without making the corresponding authorisation subject to the restriction that the speciality to be studied abroad is not sufficiently developed in the country of origin.

21. At the national level better co-ordination is often desirable between bodies awarding travel grants and scholarships or fellowships for visits abroad to alumni, research workers and teachers.

22. Those offering scholarships should take into account the fact that some European countries are, for various reasons (mainly the unequal use of their language internationally), less attractive for foreign students than others. Scholarships should, in particular, promote visits abroad by the nationals of the less favoured countries as well as visits by foreigners to those countries.

23. It is proposed that governments or other appropriate bodies take the initiative, as is already done in some cases, of setting aside funds exclusively earmarked for paying foreign visitors. A measure of this kind might take the form of a national quota of budget appropriations at the temporary disposal of institutions which apply for them in order to pay the salary of a foreign teacher for one or two years. It might also take the form of a specially earmarked subsidy.

24. It is important to maintain regular contact with nationals staying at an institution abroad, in particular with the younger people, by providing them with any assistance useful to them, especially for the pursuit and publication of their work.

25. The problem of double taxation of research workers and teachers staying abroad for a longer period should be studied by experts when necessary. The point should in any case be referred to in mobility information.

---

1. Reservation of the United Kingdom with regard to this recommendation.

PART III

CONDITIONS FOR MOBILITY

I. *Organisation and distribution of information*

1. The mobility of alumni, teachers and research workers owes a great deal to the relations established between university scholars who have acquired scientific renown and the departments or laboratories which have forged co-operative relations between one another. But the development of these relations will remain hazardous and inadequate if it is not based on a well organised information network. In order to arouse or encourage the desire to practice mobility in students, teachers or research workers, they must be supplied with the necessary information. Such information may be examined under two heads; *guidance* to those contemplating to go abroad, and *settling-in*.

Information designed for *guidance* consists in making known in what country, in what institution and in what department a person who wishes to spend time abroad can find the answer to his curiosity, whether he intends to carry out study in depth, do specialised research or teach in a field with which he is particularly familiar. He will also want to know the financial conditions and the administrative formalities involved in the departure for a foreign country, staying in the country and returning home.

Information on settling-in follows after the choice of the institution in which he will stay. It consists of detailed data on subjects taught, scientific equipment available, subjects on which research is carried out, working conditions, living accommodation in the university complex or in town etc.

2. Of the two kinds of information which we have just considered, the first is dealt with at the national or regional level (the word regional being used for a group of countries with particular affinities that have agreed to treat problems jointly), the second at the local level.

Information on settling-in is published by the institutions themselves in very varied forms (booklets, yearbooks, communications in the press). They could no doubt here and there be improved if more was spent on them. It is not, however, here that we find the most serious deficiencies from the point of view of mobility. It is at the national or regional level that information for guidance is unsatisfactory in several countries, from three points of view:

– the bodies which supply information are badly co-ordinated and overlap in a haphazard way;

– indispensable data is lacking;

– it is difficult for the persons concerned to obtain the information they need.

The conditions in which information for guidance is supplied vary considerably from one country to another. Sometimes there is a large number of agencies, as in Spain or France; elsewhere, in Sweden for example, information for guidance is inadequate; it is a shortcoming which the authorities are at present trying to remedy. It is no exaggeration to say that the structural heterogeneity of the information channels is the main cause of their ineffectiveness in promoting European mobility. It is no doubt that in Federal Germany, perhaps because its political structure has necessitated an effort of rationalisation and harmonisation between the various *Länder,* the organisation of information for mobility, under the authority of the DAAD *(Deutscher Akademischer Austauschdienst)* seems particularly successful.

3. Finally, in addition to information for guidance at the national (by country) or regional level (as in the case of Nordic co-operation set up by the Treaty of Helsinki in 1962 between five countries: Denmark, Finland, Iceland, Norway and Sweden), what is lacking, in the view of many university people, is a European link covering, for example, all the countries which belong to the CCC. Of course, care would have to be taken that a link of this sort did not become a substitute for national centres by taking over their documentation, because they would quickly flounder in it, even if they were given the material resources needed. But a centre of this sort, which would know where the information on guidance was to be found and where it was kept up to date, could facilitate comparisons and concertation and could also promote greater harmonisation of information activities carried out in each of the European countries concerned. The European centre would exploit such international documents as the very interesting publication which Unesco produces periodically under the title *Repertoire of University Studies Abroad,* the latest edition of which gives

a survey of higher studies open to foreigners (students, teachers and research workers) in 120 countries, by subject and by language. It also gives information on living costs, tuition fees and scholarships.

4. On the basis of these observations, improvements appear to be necessary both in the structure of information centres and in the concept of information.

In regard to structure, three stages appear necessary:

– a European centre for the concertation, co-ordination and piloting of information;

– national centres (achieved more often by re-grouping than by new creations) ;[1]

– information and reception centres in the universities.

5. With regard to the concept of information, each country must be able to meet two sorts of requirements corresponding to two currents: that of its nationals abroad and that of foreigners coming in. This presupposes the production of two sorts of booklets, if it is agreed that the same document can meet the needs for guidance of alumni, teachers and research workers. Of course, these booklets would tell the reader where he could get further information, that is to say:

– if he is a foreigner, information on settling-in produced by the institution to which he wishes to be admitted;

– if he is a national about to leave the country, guidance provided in the country where he wants to stay.

The organisation to which we refer here requires a preliminary study carried out jointly by specialists on university information in the various countries concerned. We propose that a study of this sort should be undertaken without delay.

To conclude these remarks, we may cite as an example the value of a periodical produced in the individual countries to facilitate the information and academic relations of its nationals abroad. The DAAD, mentioned above, published a monthly periodical of this sort. This publication has been stopped, which we hope is only on a temporary basis.

6. There is another aspect of information concerning mobility: it is the statistical assessment of movements to see how they develop and effectively influence its development. In this respect statistics in

1. In each country diplomatic and consular missions must also be centres for basic information.

all countries are fragmentary, sometimes almost non-existent. The number of foreign students in each university is known, but not how many of them are alumni. Moreover, among foreign students, a distinction must be made between those who come from under-developed countries (usually the most numerous), those from industrialised countries of other continents and those who come from European countries. If the latter figures were given separately, it would be easier to see how inadequate intra-European mobility was. To give an example, we find that in France in 1973 the total number of foreign students was 66 473 (about 9 % of the total); of this number it is estimated, on no solid basis, that the proportion of post-graduate students is about 20 %. Finally of the 66 473 foreigners only 12 684 come from other European countries.

We may add that, in general, our information is even more inaccurate with regard to the number of nationals studying abroad (except for students awarded grants by their country of origin).

With regard to foreign teachers or research workers spending short or long periods in universities, the statistical information is fragmentary. The most accurate figures are given by the national scientific research centres and deal with research workers. On the whole, it is as if mobility was a semi-clandestine or marginal phenomenon only of interest to those directly participating (persons or institutions).

It is clear that if intra-European mobility of alumni, teachers and research workers is to be extended and made more efficient, accurate statistics must be supplied of movements in both directions.

II. *Academic and administrative conditions for mobility*

7. Generally speaking, the European conventions on the academic equivalence of diplomas and on recognition of periods of study abroad are complied with satisfactorily. But we must recognise their limits and realise that they have not sufficed to increase the dimensions of European mobility.

As has been rightly pointed out, it is difficult to accept for studies in comparable fields and at comparable levels, equivalence between diplomas awarded after competition between a number of candidates limited in advance and those awarded after a regular period of schooling. To say this is simply to recognise that a diploma does not have an absolute value, since it may be awarded to students at very different levels. This is why the individual assessment of this sort is the general

practice; it is indeed indispensable at the level with which the SPM is concerned.

8. No proposal has been made to improve academic incentives, the present situation being considered satisfactory by the institutions consulted. It is however still capable of improvement since students are sometimes discouraged from moving around, not only because preliminary studies are very long (as in Holland), but also when they fear that their studies abroad may not be effectively recognised. Whatever the case may be two recommendations can be made.

The first, which could be met by a change in the regulations, is that an end should be put to a form of discrimination which, in the matter of equivalence, penalises the nationals of several countries. Foreign diplomas are not recognised as equivalent to national diplomas for admission to higher education or for the continuation of higher education unless the holder is a foreigner. A foreign diploma should obtain the same academic recognition whether the holder is a citizen of the country or a foreigner.

The second recommendation tends to run counter to the stay-at-home mentality, which is to be found increasingly in the majority of institutions for higher education, as a result of the relative stabilisation of university resources and posts and to the increase in the number of graduates seeking university posts. This mentality is reflected in the increased tendency of academic authorities to give preference in recruitment and promotion to their former students. This "academic inbreeding" is an obstacle to the mobility which is desirable between universities in the same country, and therefore, *a fortiori*, probably an obstacle to mobility between European universities.

In the past craftsmen obtained recognition of their skills after doing a tour which gave them many occasions to practise and develop their talents far beyond the borders of their native province. In the same way, university graduates of today should be encouraged to do their "European tour" before taking up a teaching post.

This development could be promoted by a series of administrative and financial measures. These will be examined below.

It would also be necessary to launch a publicity drive in academic circles to show that stay-at-home habits could well lead to sclerosis and that more wide-spread practice of the European tour would open up and enrich the academic prospects of young university students.

A movement of this sort would lead to exchanges. In any case, the individual and collective benefit that would result would compensate for any increased work load.

9. What has just been said on the individualisation of equivalences, as against their automatic recognition, at least at SPM level, is not to be regarded as underestimating what has been achieved through the European conventions on the equivalence of diplomas and the recognition of periods of study. On the contrary, we think that we should go further in this direction and take good note of the transformation which is taking place increasingly in universities and is reflected in the creation of new diplomas and the abolition of, or radical changes in, the older ones. This means that it will be increasingly difficult to keep up to date a detailed list of diplomas considered to be equivalent.

For this reason, we must adopt a new approach establishing frame-agreements.

10. How can we give practical consistency to this approach? Probably not by isolated measures taking immediate effect, but by concerted studies leading to specific proposals, so that the alumni – who are the most directly concerned – would have a *sufficiently detailed account*[1] of studies carried out and sufficiently accurate appreciations of the results obtained in undergraduate studies.

An inventory of this kind, if it is to be used internationally and to more revealing purpose than diplomas, presupposes two conditions:

1. We would first have to achieve a certain degree of harmonisation of terminologies and structures in the first two stages of post-secondary education.

An effort to standardise terminologies is particularly necessary since the profusion of scientific discoveries has enormously increased the mass of available knowledge, upsetting traditional classifications and provoking a veritable babelisation of nomenclatures introduced by an ever-increasing scientific compartmentalism.

At the same time it is necessary to reduce, if not do away with entirely, the present heterogeneity of university curricula in regard to the allocation and content of fundamental teaching during the undergraduate stage. Considerable progress could be realised in this direction by the adoption of a *modular structure* similar to the American "credits" system.

In the first place, it would facilitate the development of "continuous assessment" of the student's work, thereby reducing the burden and hazards of traditional examinations.

---

1. In this connection one may recall the conclusions of a group of experts on the standardisation of computerised student files at their meeting on 14 September 1974.

Thereafter it would create a situation conducive to articulation between initial education and continued education, which is the essential objective of the development of permanent education. Finally, it would allow for a more accurate comparative definition of professional ability, thanks to the identification of the corresponding objectives (nature and level of skill). The importance of this last aspect for professional mobility should not be underestimated, although it is not included in the SPM's objectives.

2. Thanks to the previous measures, we must adopt a *European students' handbook* containing subjects studied and successes obtained, under the responsibility of the university authorities concerned, in an intelligible form which can be used in the country of origin and in other countries which belong to the CCC (and possibly outside Europe).

An undertaking of this sort is more than just a formal agreement. It must also achieve a kind of ethical unity which is possible at the European level where frequent personal relations, information channels and a long common tradition make it possible to ensure the comparability of requirements and academic levels. We would thus remove the barrier of distrust between universities of European countries because of which men of good faith are still inclined to fear that their foreign counterparts are less demanding than they are in the appreciation of students' abilities and accomplishments.

It would no doubt be fanciful to expect rapid and direct understanding of these two objectives. But we think it realistic and useful to enter without delay into consultations and studies in order to achieve them. We hope that the preparatory work will be undertaken.

11. We examine new problems which face alumni, teachers and research workers preparing to spend a more or less long period in a foreign country.

For such as have no professional commitments in their country of origin, the administrative conditions are those of ordinary law and do not call for any comment here, at least as far as their departure and their stay abroad are concerned. When they return to take up a professional post, they are concerned about how the time spent abroad will be taken into account if they are appointed to a post in the civil service or in a company which is likely to recognise all or part of the work they have done. This observation applies particularly to alumni.

With regard to teachers and research workers who were already professionally employed before going abroad, the conditions of their

mobility have administrative implications before, during and after their stay abroad.

These three periods are at present dealt with in conditions regarded as advantageous by those concerned in two situations which do not directly concern the SPM, viz.

i. if they are seconded to an international body like Unesco, OECD, the Communities, etc.;

ii. if they are sent on mission or under contract to an underdeveloped country which has concluded an agreement for this purpose with their country of origin.

In the context of European mobility, situations are very varied since they depend on both:

i. the person's status (civil servant on mission, on secondment or on leave, under permanent contract or temporary contract, self-employed);

ii. the conditions of employment in the foreign country (salary paid by the host country or by the country of origin, study grant, independent stay), and

iii. the bilateral or multilateral agreements between the country of departure and the foreign country.

12. The survey carried out by the SPM gives little help on how to pick out, in so complex a matter, the situations which require rapid improvement, since we found almost universal satisfaction with the present administrative conditions of mobility. For example in the comments of the Federal Republic of Germany, it is stated that there are no legal, administrative or financial obstacles to prevent teachers, university students and research workers from going abroad or coming to Germany (Doc. CCC/ESR/PSM (75) Misc. 2). The French representative said that procedures were in advance of university practices; which led him to think that the action to be taken was psychological or sociological rather than administrative. He added "We should not encourage mobility as such, for its own sake; we should promote the creation of an international university community and then we shall get mobility as well". The Swedish authorities are primarily concerned with "the internationalisation of the university", considering that mobility will be a consequence of measures taken to ensure that the university is felt by its members to be a real community in which all component parts are fully integrated.

13. But until such time as this feeling of belonging to the European Community develops, it must be admitted that the administrative situ-

ation, which is more or less advantageous according to the countries concerned, still puts many obstacles in the way of mobility and leaves room for improvement even in the most favourable cases.

In the first place, the persons affected find that administrative formalities take too long and are sometimes pointlessly complicated. The responsible services are thus required to make a particular effort to simplify and accelerate formalities and also no doubt to provide persons leaving the country with more detailed information.

It has been noted that the need to do their military service first is an obstacle to the mobility of alumni.

These are the cases, certainly few in number, of students who, instead of doing their military service as soon as possible, obtain postponements which render more inconvenient the interruption to their normal activity due to this civic obligation. It may, in any case, be hoped that military service will not be an obstacle to acquiring experience or doing research in another European country. We should propose that alternative arrangements should be made such as, whenever possible, taking into account at least part of the work done abroad.

14. The most serious obstacles, however, are the unknown factors which often affect the career conditions found by the persons concerned in their return to their country. This is a particularly legitimate concern of those who had a secure position as a teacher or research worker before going abroad.

In the case of established civil servants or persons with permanent contracts (for example, teachers at British universities), the problem does not arise if the persons concerned take suitable precautions before they leave. The guarantees they have are: that their job will remain open and that the time spent abroad will count as seniority for promotion and for pension rights. If however a person takes leave without pay and goes abroad he runs the risk, in some cases (for example in Spain) of losing all or some of the career guarantees just mentioned. These career guarantees must be ensured if necessary by obliging the persons concerned to make the relevant payments (unless they wish to leave definitively the category to which they belonged).

The situation of those who leave a temporary job in order to go abroad is more delicate from the point of view of career guarantees on their return. Care must be taken, in the first place, that all the necessary contributions towards a service pension are duly paid. Anyone who goes to teach or do research should be given an assurance

that on his return he will be considered for a post and that, if he goes into a civil service department, his career will be reconstituted with allowance for the work done abroad.

15. Periods of study abroad by teachers and research workers may be of short or long duration. In the case of teachers the problem arises of replacing them in their jobs. If the visit abroad is part of an exchange operation, the problem is easily solved. If not, it may become difficult or even insoluble in a small specialised teaching unit, particularly if absence is prolonged.

This obstacle can only be overcome by having a sufficiently large staff of qualified teachers, whether beginners or experienced.

16. Short periods of study abroad (less than two months) are generally considered very beneficial. They allow someone who is doing a research job to compare his work with the work being done elsewhere in similar fields, gives him the opportunity of acquiring very useful ideas and, in turn, of supplying new information to the colleagues he visits.

A favourable setting is provided by a system of bilateral agreements and it is particularly desirable that such agreements should be concluded between laboratories. Some regulations limit the agreements to too short a time (for example six weeks a year in France, with the possibility of combining the allowance for two years and so getting twelve weeks). It would be advantageous to raise the maximum to eight weeks with the possibility of using two years' authorisation of absence at one time, thus practically covering a university term.

Finally, the sabbatical year, which is practised in several countries, deserves to be made universal, all steps being taken to ensure that the schedule is as beneficial as possible and that the teaching service does not suffer as a result. Moreover, young teachers, those who have not yet acquired senior status, should be among the beneficiaries of sabbatical leave. All in all, the European Community will benefit more from the mobility of young people than from that of confirmed teachers, the most eminent of whom will in any case not lack for opportunities of moving around.

III. *Reception of foreigners*

17. The administrative and material conditions for periods spent by foreigners in the national teaching and research community should be made as attractive as possible. This is unanimously desired but the present situation still presents obstacles and shortcomings.

First there is the need to provide a reception service which is really human and sympathetic, so that the foreigner, as soon as he arrives, immediately feels that he is getting advice and help in the solution of his social and administrative problems: lodging, facilities for moving around, relations with colleagues, schooling for his children if he has any, administrative démarches, etc.

But teachers and research workers may well be embarrassed if they depend for help on the goodwill of the professor or director of research where they are to work. The hope was expressed above that every institution of higher education and research of a certain size should have an information bureau which would meet the needs of foreign visitors. This bureau should also serve as a reception centre whose practical and human character we have just defined.

18. Furthermore, legal or administrative obstacles must be overcome or at least reduced.

Let us leave aside for separate consideration the obviously very important financial obstacles, and deal here with those which relate to *quotas* of foreign students, *nationality* requirements for admission to certain jobs and the work permit question.

Several countries are obliged to limit the number of places offered to foreigners in their universities.

There are several reasons for this which may be cumulative: countries where higher education is almost free attract students from countries where they have to be paid for (hence the influx of foreigners doing their medical studies in Belgium, for example); some universities draw a particularly large number of foreigners (Paris, Geneva); because of the growing pressure of national students, particularly in professional studies which are often the most expensive for the taxpayer, the admission of nationals and, consequently, of foreigners is limited in relation to the capacity available and the state of the labour market in the fields concerned. It is not surprising therefore to find that quotas are imposed on the admission of foreigners in some countries and for some studies, particularly since most European universities impose no limitation on the number of students from underdeveloped countries with which their own countries have relations.The German universities limit the numbers of foreign students to 8 % of the total [1] of students in disciplines subject to *numerus clausus* restrictions, similarly, the faculties of medicine in the Paris district impose a 5 % quota for foreign students. [2]

1. This is only a preventive measure since actually there are about 6 % foreign students in the Federal Republic of Germany.
2. This is only for tempering the congestion of the Paris universities.

While this situation undeniably needs regulating, it would be wrong to regard it, summarily and *en bloc*, as an impediment to mobility. We may however consider as an obstacle the fact that the rules are applied without making any distinction between alumni and ordinary students, although the former are few in number, are of high standing and are of manifest importance for scientific and university co-operation.

Since, again, the admission of alumni to research departments is always based on individual appreciation, one would concede it necessary that they should be left out of the quotas imposed for ordinary students and that their acceptance by the teaching and research unit should be considered to satisfy two concerns: not to exceed the available capacity and to safeguard the rights of nationals. Some financial incentive might even be contemplated, if necessary, to encourage the admission of foreign alumni.

19. Even more delicate is the discrimination made in several countries between nationals and foreigners for access to established university teaching posts when these posts are statutorily held by public officials. The general principle is that civil service posts are reserved for nationals. It is a principle which is laid down in texts carrying the greatest weight (constitution, organic laws), but a derogation has been introduced into these texts in the Federal Republic of Germany and subsequently in France in regard to appointment to university chairs. Italy also allows this derogation provided it is reciprocated by the country of origin of the candidate. This restriction is however applied very liberally, since the Italian authorities, in accepting the candidature of a foreigner are satisfied with knowing that the latter's country recognises *de facto* the possibility of appointing foreign teachers in its universities. Spanish regulations, however, are still very rigid in this matter. They do, however, make rare exceptions for eminent foreigners like Nobel Prize winners. In Austria, a foreigner may be appointed to a teaching post but after a certain time he automatically becomes an Austrian citizen, which separates him permanently from his national community and complicates family situations.

Two questions must therefore be distinguished in this matter: the possibility of appointing a foreigner who keeps his nationality and a change of nationality.

We have already said that in our view the SPM is not essentially concerned with the case of a foreign teacher who settles down permanently in the host country. This is a case of emigration and not of mobility proper. It is no doubt the natural thing that this case should,

after a certain time, end up in the complete civic integration of the teacher in the host country. In practice, this kind of situation is rare, but that is not a reason to underestimate its human interest.

What we are considering here is the case of a foreign candidate to a senior teaching post who is co-opted by his peers according to the rules in force in the host country and must therefore have all the rights enjoyed by nationals of the same rank. These rights concern the material conditions of his career (pay, seniority, promotion, service pension) and also academic prerogatives (participation in academic assemblies and examination boards); they should also extend to academic representation and administration (appointment to head of department, head of faculty, university rector).

But being recognised as a full member of the academic community does not mean that the foreign colleague should have to relinquish his nationality if he does not himself wish to do so.

It is recommended that there should be an examination of the possibility of greater liberalisation, perhaps by means of a convention concluded amongst the countries represented in the CCC.

Of course, universities and research institutes can take in foreigners in other ways than through appointment to civil service posts, for example, by means of scholarships or contracts. In the chapter devoted to financial problems we shall examine how this very flexible form of mobility can be developed.

20. Finally, in several countries the nationals of certain foreign countries need a *work permit* in order to obtain paid employment in a university. This obstacle no longer exists between the member countries of the Communities. But it still exists when the two countries concerned in the foreigner's stay (the country of origin and the host country) do not belong to the European Communities.

Our aim should therefore be to secure, by means of an agreement to which all the parties to the Cultural Convention of the Council of Europe will adhere, that alumni, teachers and research workers, are axonerated from the need for a work permit provided that a university or scientific research institution asks for their services.

21. Lastly, we are calling attention to the psychological and social obstacle represented by the parochial mentality which, as a result of the pressures internal to the community, tends to limit the extent to which foreigners are accepted. A factor which should not be underestimated is the readiness of teachers to achieve an opening in both

directions. A campaign to inform and stimulate should be undertaken to strengthen this goodwill in a wide and reciprocal framework. As the French correspondent of the SPM observes, "foreigner to France" mobility is linked to "France to foreign countries" mobility.

22. On the question of *social security*, while abroad, alumni, teachers and research workers and any persons that may accompany them (wife, children), may fall ill or may be the victims of accidents and may need medical care. Experience has shown that, despite the general measures which have been taken to enable them to meet such contingencies, very painful cases have occurred of foreign visitors finding themselves destitute as a result of incomplete coverage by the responsible services or the persons themselves concerned.

In practice the degree of protection varies very much from one country to another. The United Kingdom gives the same protection to all residents irrespective of nationality. Turkey does not ensure the social protection of its nationals abroad. Other countries, like Norway, give this protection to their nationals abroad but only if they agree to pay the relevant contributions.

It is no doubt difficult to conceive administrative regulations that cover all cases without exemption. Individual situations are always particular cases and national regulations in the matter differ. A solution which would cover all cases, foreseen or unforeseen, is the business of the social security authorities responsible in each country concerned for all persons who spend a period abroad. The allocation of costs between the country of origin and the host country depends, among other things:

— on the length of the period spent abroad;

— on the status of the visitor and the material conditions of his stay (whether he is paid by the country of origin or the host country);

— on any conventions concluded between the two countries concerned.

Of course the personal responsibility of the visitor is also involved to different degrees according to the commitments he has undertaken.

Finally, the best protection must obviously take into account the following facts:

— Firstly, the expenses are incurred in the host country in accordance with its usual practice.

– The authority which pays the visitor is normally responsible for covering the risks or seeing that they are covered (the position becomes complicated when the visitor is paid by his country of origin).

– It can happen that a visitor is less well protected in the foreign country than in his own country, which raises the question of differential assistance should the system in force in the host country be less beneficial to the insured person than the system in force in his country of origin.

It would not be realistic to think that all these questions can be settled by a single multilateral convention among all the countries that are parties to the Cultural Convention. It is therefore essential to promote bilateral agreements as and when necessary or to amend and supplement those which already exist.

It is however both possible and desirable that all these countries should have the same general provisions which, in one way or another, will give the alumni, university teachers and research workers guaranteed social protection during periods spent abroad for the purpose of doing specialised or research work or teaching in an institution for higher education or research.

The following principles might be proposed to this end, subject to more precise formulation by a group of competent persons:

– The authority which pays the visitor shall cover all necessary expenditure for health purposes incurred by the visitor (himself, his wife or his children). The authority may require the visitor to take out a supplementary insurance to cover that part of the cost which, under the host country's regulations, is payable to the person concerned.

– A visitor who is unremunerated (that is to say is paid no salary and does not hold a scholarship) must not be accepted by an institution unless he has taken out an insurance to cover his social risks.

IV. *Language problems*

23. We should all like to see every European student able to speak a European language other than his own. This goes without saying for students who specialise in languages; but today we all agree that students in all subjects, including the sciences and technology, should speak a second language.

The importance of languages for mobility in Europe was stressed in the resolution passed on 10 December 1975 by the Council of the

European Communities and the Ministers of Education meeting within the Council.

With regard to the communications with which the SPM is concerned, difficulties have been encountered that are sometimes due to political causes. A certain number of facts have to be taken into account if we are to make specific proposals for improvement.

In the first place, the monopoly of the national language for teaching in the universities is, in most European countries, a principle laid down by law.

Even where there are no official regulations, as in the United Kingdom, the monopoly exists in practice. There are however a few exceptions, in the countries of northern Europe and the Middle East University in Ankara, where foreign teachers are allowed to teach in a language other than the national language. In practice this means English.

The Belgian Higher Education Act of 28 April 1953 confirms the monopoly of the national language only allowing an exception for classes and exercises in a foreign language, which may be given in that language. The legal position is the same in Spain, France, Norway etc.

With or without monopoly *de jure*, the situation is, in practice, the same everywhere. The foreign visitor staying at a university, even if he does not teach there, must have an adequate knowledge of the national language. This is indispensable for alumni because of the courses they have to attend and for personal relations. It is almost equally necessary for the visitor who only takes part in the scientific work of a specialised team, although at this level seminars and discussions are often conducted in a European *lingua franca*.

It should be noted that English is used as the teaching language in the Scandinavian countries, but only in very few cases and for third world students.

24. Although the national language should clearly have priority, it is to be hoped that in the various university subjects, other European languages will be used in the universities, at least for lectures and practical exercises, in view of the increasing number of students who know them. Successful experiments have already been made with foreign assistants using their own language to direct practical work in their subject for students who have acquired a good knowledge of that language.

Another fact is the unequal use of the national languages of European countries in international relations. Many of them are used nearly exclusively for relations between nationals.

The countries in question appear quite ready to consider the use of a widely known foreign language for teaching in a number of courses.

The situation in Turkey deserves special mention, since, apart from the universities in which teaching is in the national language in accordance with the usual practice in other countries, there are universities where a foreign language (English) is used for some or even all courses. In the University of Hacettepe, recently founded in Ankara, some teaching is conducted in English.

An exceptional and instructive case is that of the Middle East Technical University where teaching is exclusively in English and the teachers hold foreign university degrees (about 60 % from the US and 20 % from the UK). The University of the Bosphorous follows the same language policy.

Several conclusions may be drawn from the language experiments which are going on. In the first place, a student will make a much greater effort to acquire a foreign language if it is the partial or exclusive vehicle for the teaching of his special subject.

Moreover, if we consider the motivation for scientific research and subsequent success in scientific, industrial or commercial activity, we see that the graduates of universities which use English find it easier to make headway in their careers. It does not seem however that the exclusive use of English shows better results on the whole than its partial use. In any case, it is surprising that the international gesture made by the Middle East Technical University in adopting the exclusive use of English does not have a particular effect on the number of foreign students (barely 5 % against 95 % of Turkish students).

Moreover, this radical solution is contested in Turkey too; it has little chance of spreading.

No doubt the possibility of having a *lingua franca* such as Latin was in the mediaeval universities, is logically attractive. But there would no doubt be a loss for European thought and civilisation if international communications depended on a single language.

25. In view of these facts, it is to be hoped that university students, other than those studying languages, should be given practical

language teaching, in connection with their special subjects, as is already provided for in Sweden. This supplementary education should be compulsory and students should be encouraged at the same time to acquire a good knowledge of a second foreign language, European or other.

We must also work for a relaxation of regulations which lay down a linguistic monopoly, and for the regular use of other European languages in a greater number of universities: this greater flexibility might be introduced into postgraduate studies.

We remember that at a meeting held in Paris between German and French university heads from 4 to 6 May 1959, a resolution was adopted expressing the hope that: "... German assistants should be used in France and French assistants in Germany for practical work and that they should be allowed to teach in their mother tongues".

We have noted, along the same lines as the resolution mentioned above (10 December 1975), that the Council of the Communities and the Ministers of Education proposed "the creation of establishments of a European or an international type with specific curricula *using several teaching languages*".

Flexibility in the regulations and the use of several languages are probably the main conditions for the universities of European countries to become European universities. This trend obviously presupposes that teachers and research workers should in future be obliged to master at least one internationally used foreign language.

V. *Financial aid*

26. Next to the development of the right attitudes, the main factor in mobility is the amount and effectiveness of the resources devoted to encouraging visits abroad.

Many obstacles have ben found by the SPM in several sectors.

In the first place, the registration of foreign students is hampered by a certain number of financial constraints. In the United Kingdom the registration dues are higher than for nationals: they are likely to be raised to £460 a year. This is enough to explain the imbalance in exchanges even when there are agreements in reciprocity.

There is an indirect constraint in Belgium, where university registration is virtually free but where state subsidies to the universities are calculated on the basis of the number of students. In order to stem the influx of foreign students from the developed countries,

state subsidies are only granted in respect of these students for a number not greater than 5 % of the number of Belgian students. (This limitation does not apply to third world students.)

By this expedient, the Belgian universities are induced to limit the admission of foreigners; but this restriction does not only affect those who are motivated solely by the fact that higher studies are cheaper in Belgium than in their own countries. Is this situation to be regarded as an obstacle that must be removed? Is the Belgian taxpayer to be made to pay for the higher studies of young Americans whose families are often richer than their own?

Without calling into question here the need for regulations and their implementation by financial means, it may be hoped that alumni will not be subject to financial constraints (direct or indirect) either by means of explicit agreements to exonerate them from dues or by a compensatory increase in the size of the grants awarded to them.

27. There are special scholarships for alumni and their number is happily on the increase; most national authorities can award them to foreign students as well. Moreover, national scholarship holders can continue to receive their grants if they go abroad to pursue their studies. These practices, which are conducive to mobility,[1] are common to several scholarship awarding bodies in national ministries (CNRS in France, DAAD in Germany, the British Council in the United Kingdom, the Humboldt Foundation, the *Deutsche Forschungs Gemeinschaft* in Germany, etc.).

It may however be hoped that certain restrictions will be removed or reduced on the level with which the SPM is concerned. For example, the scholarships awarded to students in the United Kingdom may be used by their holders abroad. Since in such cases the expenses will obviously be greater, the value of the scholarship may be increased. This is an excellent measure, but the increase is only granted if the nature of the studies undertaken obliges the holder to go abroad. It is hoped that this restriction can be eased. This would accord with the policy followed in the United Kingdom itself by the Science Research Council, which encourages young research workers to get part of their training abroad "particularly in Europe".

Finally, it is to be noted that the alumni of some countries are handicapped by a system of scholarships based on reciprocity agreements, because, for various reasons (in particular, linguistic convenience), the number of Turkish students wishing to go, for example,

1. They are provided for by an agreement concluded on the initiative of the Council of Europe on 2 October 1971.

to Germany or France, is greater than the number of German or French students who want to go to Turkey. It is therefore indispensable that some compensation should be provided for, on the basis of multilateral or bilateral conventions, financed generously without the notion of "fair return" entering in. This observation gives support, if such support is needed, to the recommendations submitted to the CCC by the experts who met at Strasbourg on 21 and 22 October 1975 to discuss the working of the Council of Europe system of higher education fellowships. They asked for the number of these fellowships to be increased and to be better co-ordinated with fellowships awarded elsewhere.

28. The ways in which visits abroad by teachers and research workers are financed vary considerably. They may, like alumni, receive study grants (which replace their salaries or are in addition to them). This is mainly the case of research workers, who are usually contractual. Bilateral conventions have been concluded between various national organisations responsible for scientific research, for example, between the National Scientific Research Centre (CNRS) in France and the Scientific Research Council (CNR) in Italy. These conventions promote exchanges; from remarks heard on various sides, it is desirable that financial provision should make more allowance for the inevitable increase in expenditure which occurs when the research worker changes from the family budget in his own country to a situation which is inevitably more expensive, at least to begin with. A comparison has also been made between the various fellowship systems in force in this respect. Several research workers have called attention to a technical solution which they considered an excellent one, namely that of the NATO fellowships or even the Fulbright fellowships.

It also happens that teachers and research workers studying abroad continue to receive their normal salaries, with an increase to allow for travel expenses and additional living and settling-in costs. They may also be remunerated in whole or in part by the services of the host country when they spend a fairly long period there, teaching or doing research.

29. It is not for us, in the framework of the SPM, to propose new methods for so numerous and varied a group. There are however two problems which cause concern: delay in the payment of salaries to the newcomers in the host country and what happens when they return to their country of origin. It is not tolerable that, as we observed, a foreign visitor, responsible for a teaching service in the host country, should have to wait several months before he receives his first pay.

This irritating problem should be solved by the intervention of a local reception service and an appropriate administrative and financial organisation.

30. The technical question of double taxation does not seem to be clearly dealt with in all cases. In any event, the finance authorities should inform those concerned, before they go abroad, of their tax obligations to their country of origin and how these obligations must be adjusted to the tax system in the host country. This information should be included in the documentation supplied to alumni, teachers and research workers who intend to take up gainful activity abroad.

No doubt an agreement in the matter could be concluded between the member countries of the CCC. This agreement might be prepared by a group of experts.

31. We have remarked that even in cases where the universities are able to make provision in their budgets for the remuneration of foreign teachers or research workers, there is an increasing tendency to reduce the appropriations as a result of a relative stagnation of the number of students and increased pressure from national graduates intending to take up a university or research career.

One way of reacting against this obstacle to mobility is to earmark funds so that they cannot be used for the payment of national personnel. Thus, where the universities' budget is financed or largely subsidised by the state, the annual budget should contain a number of appropriations exclusively destined for the pay of foreign visitors who come to teach in a university. A measure of this sort has been adopted in France, where a university which wants the services of a foreign scholar for one or two years asks for a budget appropriation for the purpose. We can only hope for a wider application of this type of measure at European level.

32. In our recommendation made above for the adoption, in all the member countries of the CCC, of practical arrangements for a sabbatical year, we pointed out the need not to forget young staff, those who have not yet obtained senior rank. This should be an overriding concern in all financial measures for promoting the mobility of teachers and research workers. There is no doubt good reason to assist a candidate with an illustrious *past;* but it is far more useful still to help a candidate with a potentially illustrious *future,* even if this is in the nature of a gamble.

PART IV

MONOGRAPHS

AUSTRIA

1. *General*

Austrians in general, and academics as well, seem to be less mobile and outward oriented as compared to people in the academic field in other countries; language barriers still do play a part. There is, however, a tendency towards greater mobility discernible. In part, this probably also reflects the gradual "rejuvenation" of the academic staff at the universities in general during the past ten years. Austrian universities consider their duty to promote international, and in particular European, co-operation in the field of teaching and research and by training and further education of foreign students. Certain more recent initiatives of entering into so-called "partnerships" with other universities (still rather embryonic and saddled with financial inadequacies all round) may be taken as another indicator in this direction.

There is a vivid exchange of information and experience with the neighbouring countries (Switzerland, Federal Republic of Germany) on the level of competent authorities (ministries) and of Conference of Rectors and various higher education establishments. On the occasion of mutual visits of Ministries of Education (especially Federal Republic of Germany, Switzerland, Sweden, France, Great Britain) this exchange has been intensified and broadened by contact talks on topical problems in the field of university reform and research co-operation. All cultural agreements to which Austria is a party provide for the direct co-operation between scientific institutions (universities and research institutions other than universities).

A new University Organisation Law (*Universitäts-Organisationgesetz* – UOG) was passed by the Austrian Parliament on 11 April 1975. This law is in force as from the beginning of the academic year 1975/76 and contains, in some respect, measures aiming at greater academic mobility.

One example might be quoted: section 79.2 item / states that the university administration has to deal with all matters concerning the relations of the university concerned with all other universities in Austria and abroad as well as all other institutions of higher education and research.

2. *University staff and research workers*

a. *Coming from abroad*

Until 1971, there had been a considerable lack of information on vacant posts and research possibilities in Austria as well as on the Austrian institutions of higher education and research in general. But normally, first-rate scientists from all over the world were directly contacted by the universities themselves.

Nevertheless, those who may wish to go to a German-speaking country need better information telling them that not only in the Federal Republic of Germany and Switzerland but also in Austria there are good German-speaking institutions. It would be helpful to have a special information brochure containing information on vacant posts and research possibilities as well as general information on trends in higher education and research, changing legislation, administrative procedures and fellowship policies. The contents of this brochure might be inspired by the brochure of the German Academic Exchange Service *(Mitteilungsblatt für deutsche Wissenschaftler im Ausland)* or the list of vacant posts issued by the Central Office of the Swiss Universities four or five times a year.

Section 27.1 UOG states that the commission which is in charge of the proposals concerning a vacant post has to advertise this post and look for suitable candidates in Austria as well as abroad.

As the appointment of candidates who have always worked in the same university should be avoided as far as possible, section 28.1 UOG states that a special justification is required for the acceptance of such candidates *(Hausberufung)*.

There are many administrative formalities, including the issuing of a passport, customs, financial affairs and housing. It is reported that often there is nobody in the university administration who is able to help newcomers in all these matters, but this obviously depends on the size of the university concerned (in smaller universities the situation seems to be better).

Section 96.1 UOG states that the Federal Ministry of Science and Research is allowed to create a special service for:

– the guidance of students;

– the promotion of the exchange of university teachers, especially within the framework of bilateral cultural agreements.

Each university should set up such a service or appoint a person to take care of foreign staff (as well as students) on their arrival.

A few statistics:

From 1970 to 1974, 168 university professors from abroad were appointed. Out of this number, 57 (or about 30 %) were Austrians who came back to Austria.

b. *Going abroad*

Section 17.2 UOG states that a university professor is entitled to a sabbatical year *(Forschungssemester)* but only after having been rector or dean of faculty. He has to apply for this within three years after the termination of this function. Furthermore, a sabbatical year is granted normally after eight terms, regardless of academic functions.

Other university staff members may apply for a period of detachment in accordance with section 44 *Dienstpragmatik* (act governing rights and duties of civil servants) section 10.1.5 and section 10.4 *Gehaltsgesetz* (salaries act) as well as section 27 a *Vertragsbedienstetengesetz* (act covering assimilated staff serving under contract).

3. *Postgraduate students*

a. *Coming from abroad*

There are no restrictions as regards foreign postgraduate students, even in those subjects where foreigners are only admitted according to available places. (Section 7 and 21 General University Study Law – *Allgemeines Hochschul-Studiengesetz*.)

The tax charged to a foreign postgraduate student is AS 1 500, per term (sections 10 and 11 university tax law – *Hochschultaxengesetz*), but only if he is not:

– coming from a country which admits Austrian students without the payment of a tax;

– coming from a country of the third world;

– receiving a scholarship out of public funds;

– not liable to pay income tax in Austria for at least six years.

A few statistics:

At the beginning of the academic year 1974–75, 9 317 foreign students were enrolled at Austrian universities, i. e. 13 % of the total student population in Austria. There are no figures available as to how many of these are at the postgraduate level. 52 % of the foreigners come from West European countries, half of this percentage coming from the Federal Republic of Germany. The most foreigners were enrolled at the University of Innsbruck (2 383), at the University of Vienna (2 020) and the Technical University of Graz (914).

b. *Going abroad*

As a rule there are no scholarships available for language courses.

It is already proposed to consider abandoning the present and still fairly common practice of laying down strict exchange quotas in both directions, in particular in the context of bilateral cultural agreements.

If agreement has been reached on a certain exchange quota between Austria and one of the bigger countries, e. g. France, there are sometimes considerable difficulties in finding the same number of French applicants who are willing to go to Austria as Austrians who want to go to France. Each country, especially the smaller ones like Austria, should pay for its own postgraduates wishing to go abroad. The European Agreement on Continued Payment of Scholarships might be quoted as an example. Besides cultural agreements, this is already legally possible according to the regulations of the Study Support Law *(Studienförderungsgesetz)*.

There is practically no material available informing Austrians about possibilities for studies in foreign countries.

4. *Social protection of university staff and research workers*

a. *Coming from abroad*

In principle, a foreign university teacher or research worker is socially protected, either by the General Social Insurance Law (*Allgemeines Sozialversicherungsgesetz* – ASVG) or the Illness and Accident Insurance Law for Civil Servants (*Beamten-Kranken- und Unfallversicherungsgesetz* – B-KUVG).

In very exceptional cases a claim to social benefit could be rejected according to the very rigid social legislation (section 233, 237 ASVG).

Problems can arise at the moment from certain bilateral social agreements (France, Spain, Switzerland, Turkey), but only as long as the European Agreement on Social Security is not ratified by all member states of the Council of Europe.

b. *Going abroad*

Within the framework of the bilateral agreements with France, Italy, Turkey, there can be some difficulties in the case of an accident of an Austrian university teacher or research worker protected by the Illness and Accident Insurance Law for Civil Servants. The Austrian Ministry for Social Affairs has entered negotiations with these countries in order to protect Austrians in such circumstances.

5. *Nationality*

According to Article 6.4 of the Constitution *(Bundesverfassungsgesetz)* and section 25 Nationality Law *(Staatsbürgerschaftsgesetz)* a foreign university teacher once appointed to a chair, acquires *ex lege* the Austrian nationality. As the Austrian legislation does not stipulate that the foreigner has to give up his original nationality, a solution might be found, from the Austrian point of view, if in those countries the acquirement of a foreign nationality did not automatically lead to the loss of one's own nationality.

For appointments to professional chairs a foreigner may satisfy the nationality requirement by being granted dual nationality. Besides this, there are also possibilities of recruitment by contract *(Gastprofessor)*, regardless of nationality.

6. *Problems of language*

According to Article 8 of the Constitution the German language is the official language in Austria. In practice this means that foreign languages can and must be used in foreign language courses and examinations concerned. Other courses can be taught in foreign languages if they are not compulsory.

BELGIUM

1. *University staff and research workers*

a. *Coming from abroad*

The question of whether universities in Belgium tend to fall back on local recruitment may be answered as follows:

– young graduates are encouraged to apply for more than one post; non-acceptance is not regarded as a stigma;

– selection panels include external members and more importance is attached to candidates' qualifications than to whether they are local.

b. *Going abroad*

For the teaching staff in universities, long-term leave and leave of absence are granted by Royal Order. As regards scientific staff in establishments of higher education, a Royal Order of 31 October 1953 governing the conditions of service of *agrégés, répétiteurs* and other members of the scientific personnel in state universities provides as follows:

– scientific visits abroad for the direct benefit of the department, authorised by the Administrative Board and not requiring the replacement of the person concerned for the period of absence, are treated as if they were part of his normal duties;

– leave of absence on special assignment is granted only in the case of assignment given by the Belgian Government or offered by a foreign government, an international agency recognised by the Belgian Government or a Belgian or foreign public body, and accepted with the consent of the competent authority. The duration, importance and nature of such assignments are not compatible with the carrying out of the person's normal main duties, and replacement during this absence is necessary.

It seems that at present oportunities for going abroad are very limited, being extremely restricted if non-existent in case two. There is also no possibility for a university teacher to claim for a sabbatical year.

2. *Postgraduate students*

a. *Coming from abroad*

As the Belgian universities are the target of a considerable influx of foreign students in general, a quota of 5 % has been introduced with regard to students of industrialised countries.

Due to financial constraints, a new bill is at present under consideration to charge high fees to students from industrialised countries. Such deliberations seem to be understandable, especially in the context of the problem of *numerus clausus,* in nearly all European countries.

A few statistics:

Only general figures are available, indicating that the number of foreign students in Belgium is almost constant, although slightly decreasing: in the academic year 1972–73 there were 3 815 foreign (European) students in Belgium, in 1973–74, 3 751 and in 1974–75, 3 728. Particular figures were given for the University of Louvain: there were 3 000 foreign students (18 % of the total student population at this university), of which 500 are at the postgraduate level. Almost 1 000 students (roughly 33 %) come to Louvain from European countries.

b. *Going abroad.*

No particular problems have been mentioned.

3. *Information aspect*

There seem to be difficulties in publicising vacancies in such a way as to reach potential candidates abroad. Vacancies are at present advertised directly by the establishments through the press or in their own news bulletins. However, there is no systematic procedure and no special booklets.

4. *Social protection of university staff and research workers coming from abroad*

Certain problems can arise from the fact that a foreigner must stay in Belgium for a certain period in order to be covered by the social security system.

5. *Nationality*

The nationality requirement does not exist in Belgium at any level in the teaching and research hierarchy. The law authorises the appoint-

ment of a foreign teacher to a Belgian university (Act of 28 April 1953, Article 62: "When the interest of public education so requires, the King may, in accordance with the present act, appoint foreigners of outstanding ability as *professeur ordinaire* or *professeur extraordinaire (professeur, chargé de cours, professeur associé* or *chargé de cours associé).* For the same reason foreigners may be asked to take up the post of *agrégé* or *répétiteur* or a scientific post.") The only condition under the act is that a person may not be appointed a member of the teaching staff unless he holds a degree of doctor, engineer or *agrégé* of higher education. Even this requirement may be waived in certain circumstances (act of 28 April 1953, Article 22, paragraph 2: "Exemptions from the possession of a diploma may, after consultation with the faculty normally responsible for the teaching of the subjects covered by the course, be granted by the King to persons who have shown exceptional academic merit.")

In Belgium, some university chairs are reserved exclusively for foreigners. The University of Louvain has three such Chairs, two of which are for permanent appointments and the third for two-year appointments.

6. *Problems of language*

According to the law of 28 April 1953, all courses have to be taught in French or Dutch, but it seems that this regulation is rather flexibly handled.

FRANCE

1. *General*

An examination of national regulations shows that the procedures exist but that most of the teachers, research workers and students do not really want mobility. Mobility cannot be effectively encouraged as such, but only as a result of the strengthening of the international university community in terms of basic units, not individuals, by inter-university agreements.

It may be said that procedures are ahead of practice in this respect; furthermore there is not likely to be much movement abroad in a country where mobility between universities is very low.

However, many university teachers would like to be able to go away for just a few months; the present system allowing six weeks' absence per year (which can be carried forward over two years) is not very satisfactory in that it lacks flexibility and makes no provision for reducing the teaching load.

This question of teaching duties must be considered in the light of the desire expressed by French and other university teachers for a system of post-to-post exchanges, each university continuing to pay the salary of its own exchange teacher. This is a type of relation which France encourages in the form of inter-university agreements.

2. *University staff and research workers*

a. *Coming from abroad*

Teachers of foreign nationality may be appointed (order of 28 April 1972) professor or *maître de conférences* when their qualifications and record so warrant, provided they have been proposed both by the competent authorities of the university in which they will take up their duties and by the university consultative committee (in principle chaired by the Minister of Education). The law is contradictory to the general status of civil servants in France because it makes it possible for a foreigner to be appointed professor or *maître de conférence*.

The financial obstacles are not negligible. Firstly, the possibility of recruiting staff on contract remains largely theoretical, as many universities cannot find the necessary funds. Secondly, the number of posts reserved for foreigners is low, especially as the total number of posts in higher education and research is becoming smaller, owing

to the current period of budgetary austerity. Under the present regulations there are 300 posts of associated professors available for the whole of France and they are centrally administered from Paris. The universities seem to be free to nominate foreigners but it takes some time to get the proposed candidate accepted by the national Consultative Committee in Paris (which decides whether a person is qualified to be recruited), and there is not always a vacant professorship available.

As regards research workers, especially outside the universities, it is becoming more and more difficult for a foreigner to obtain a work permit in France and anyone other than a national of an EEC country needs one in that case. Responsibility lies with the *Ministère du Travail*. Some foreign research workers not having the *carte de travail* can therefore no longer be paid; so far, there have been certain funds out of which the university or research centre in question could pay them.

b. *Going abroad*

Current French regulations allow for the following possibilities:

Established staff: established teachers may envisage long-term mobility by adopting one of the three following procedures:

– a civil servant detached from his original *corps* but continuing to enjoy his promotion and pension rights within that *corps* is regarded as having been seconded (article 38 of the General Statute for Civil Servants). Secondment may take place in the case referred to in Order No. 59–309 of 14 February 1959 concerning the position of civil servants;

– an *hors cadre* appointment (article 42 of the General Statute) may be made in respect of an official seconded either to an administration or to a public undertaking in a post which does not lead to a pension under the general retirement scheme or to an international organisation when that official so requests, in order to continue to serve in the same administration, undertaking or organisation;

– a civil servant who is placed outside his original administration or service and thereby ceases to be entitled to his promotion and retirement rights is regarded as being unattached (Article 44 of the General Statute); this position may be granted under Article 24 of Order No. 59–309, i. e.: studies or research of general interest. In this case the period of unattachment may not exceed three years, but it is renewable once for the same length of time. For personal reasons

the period of unattachment may in this case not exceed one year, but is renewable once for the same length of time. Established teachers may envisage a short leave of absence (not more than six weeks per year, which can be carried forward to up to two years) in pursuance of Order 69–497 of 30 May 1969 and circulars 3–69 No. 1302 of 19 June 1969 and 3 September 1970.

Teachers undertaking a mission abroad must comply with:

– either the mission procedure if the mission has been effected on behalf the Ministry of Education or an establishment under its authority or

– the mission authorisation procedure when it is effected on behalf of another national, international or foreign institution.

Non-established staff: when staff members are recruited on a contractual basis their contracts, and regulations under which their contracts were concluded, may be found to contain provisions facilitating a certain mobility. This appears likely in the case of research workers under contract with the *Centre National de la Recherche Scientifique* (CNRS). Teachers who are *auxiliaires,* and in general those appointed to teaching posts for one year, can envisage spending a long period in a foreign university or laboratory only by interrupting their career at home. Their chances of finding a comparable post again when they return to France depend largely on the discretionary powers of university or another similar establishment. This applies especially to *chargés de cours* and non-established assistants.

It seems to be the case that research workers of the *Centre National de la Recherche Scientifique* find it easier to go abroad than university staff. This seems to be the reason why some university teachers try to be detached to the CNRS in order to be able to go abroad.

The main difficulty in the case of an absence of several years occurs on return to France. Seconded staff, of course, continue to move up the scale they were on before, but promotion from one scale to another, e. g. from assistant to lecturer, is not automatically granted, and in the past staff working abroad have lost ground by comparison with their colleagues who had remained in France. Another difficulty may arise owing to differences in pay between France and the foreign country. Average university salaries in France are often higher than in other countries. The financial obstacle seems to be easier to overcome in the case of research workers, but the problem of promotion remains.

The State Secretariat for the Universities, wishing to increase mobility among teachers in higher education, has recently (circular of 26 November 1974) introduced a procedure to facilitate permanent staff's reintegration on their return from teaching abroad, providing the establishments of higher education fully face up to their responsibilities in this field.

3. *Postgraduate students*

a. *Coming from abroad*

It is hard to assess how difficult it is for foreign students to gain admission to postgraduate studies. It is possible, however, to discern two trends: firstly, there is no nation-wide policy, so that admission depends entirely on the individual university; secondly, the degree of difficulty varies according to special subject and the geographical location of the university. Too many students arrive too late or even in mid-year. A foreign student should be at work by 1 October, when the academic year begins. It is already proposed that the Embassies draw students' attention to the lecture calendar and recommend them to arrive by 1 October.

French government grant-holders are counselled by the following bodies:

- *Office national des universités et écoles françaises (ONUEF),*
- *Office national d'information sur l'enseignement et les professions (ONISEP),*
- *Office de coopération et d'accueil universitaire (OCAU),*
- *Centre international d'étudiants et stagiaires (CIES),*
- *Centre régional des œuvres universitaires et scolaires (CROUS).*

It seems to be unfortunate that there are so many of these bodies. The value of grants, related allowances and various other benefits vary from one to the other, leading to puzzlement and rivalry between their grant-holders.

A large number of foreign students do not have enough money to live on in France and therefore work part-time. Students from outside the Common Market cannot work at all unless issued with a work permit or contract.

Foreign students coming to France are often surprised to have to pay the *taxe d'habitation*. As local taxes have increased substan-

tially, this unforeseen expense often causes them acute financial embarassment.

A few statistics:

As regards European countries, in the academic year 1968–69 there were 7 440 students enrolled in French universities, in 1970–71, 5 354 and in 1973–74, 12 684. This means that in the academic year 1973–74 almost 20 % foreign students came from European countries (out of a total number of foreign students of 66 473). Approximately the same percentage out of the whole student population pursued postgraduate studies.

b. *Going abroad*

At present, there is no real information system, though the directory of university courses abroad published by Unesco might form the embryo of such a system. The latest edition gives particulars for 1975–77 of graduate courses for foreign students, research lecturers and research workers in 120 countries, broken down by subject and language, and indicates subsistence expenses, tuition fees and grants available.

It must be pointed out, however, that directories and national information centres on foreign university systems cannot make any decisive improvement in the general information system. The main difficulty lies in the great diversity of university systems and, especially, their continuous, rapid development. If a general information system can be established it will be invaluable for making comparative studies of education systems, but of little immediate use to students owing to its general nature and the difficulty of keeping information up to date. Taking this argument deliberately to the extreme, it may be asked whether there is any point in devising a "general information system" for advanced, i. e. postgraduate students. The acquisition of knowledge is not the postgraduate student's main objective. Of course he intends to learn more about his subject, but his main purpose is to do, and train himself in, research. This means he needs to join a research team: he usually knows from his previous studies where to find suitable research teams in his special field, or else only his teacher will be capable to advise him properly.

This is not to deny the usefulness of a general information system, but it must be asked exactly how useful it would be in the case of postgraduate studies and whether the substantial expenditure needed to establish and keep it up to date would be justified.

4. *Social protection*

Legislation governing sickness insurance for foreign students is rather complicated. All foreign students can take out accident insurance by registering with the MNEF or the CROUS *service d'accueil* on payment of a flat rate of 40 FF for the academic year. They are then refunded 100 % of approved expenses. This insurance is compulsory for all holders of French government grants. It should be considered to extend this to all foreign students staying in France. If this does not seem to be feasible it ought to be possible to require foreign students, in addition to other conditions for enrolment, to produce a certificate to the effect that their medical expenses will be paid by their parents, by public or private agencies in their home country, by the voluntary social security scheme or by a private insurance company.

FEDERAL REPUBLIC OF GERMANY

1. *University staff and research workers*

a. *Coming from abroad*

There seem to be no problems at all for persons from Western European countries. It is also possible for a foreigner to obtain a permanent (tenured) appointment with all emoluments pertaining to the position, the retention of his original citizenship notwithstanding (*Beamtenrechtsrahmengesetz*, Paragraph 4 Abs. 2).

The procedures are varied:

– through the intermediary of an organisation such as the Alexander von Humboldt Foundation, the German Academic Exchange Service (DAAD) or the German Research Association (DFG),

– through appointment by the Ministers of Culture of the *Länder*, upon private and/or official contacts with the universities in question (within or without an existing partnership agreement).

The admission of foreigners to civil servant status, however, depends on the merits of the candidate and the interests of the requesting body. If a foreigner is appointed a *Land* official, he is, in some cases, requested to swear allegiance to the Basic Law.

b. *Going abroad*

A teacher wishing to go abroad must obtain permission both from his university and, in order to retain his civil servant status, from the Minister of Education of his *Land*.

Teachers in the *Mittelbau* and professors may – provided satisfactory replacements are available – be granted leave for research purposes for six months or in exceptional cases longer. Their salaries can continue to be paid.

Recently it has become more difficult for German university teachers to obtain a leave of absence for an extended period of time. An increased emphasis on teaching duties – to a dramatically larger student body – will probably curtail in a modest proportion the outward mobility of German university teaching staff.

As far as mobility towards the European countries is concerned, a major obstacle is the absence of any agreement on the equivalence

of periods of service in a foreign university. Some teachers and a particular category of research workers who, both, do not enjoy civil servant status have, in the past, experienced difficulies in getting the period spent abroad fully taken into account in the settlement of matters relating to promotion and retirement benefits. The political and social trends, however, are strongly moving towards equal opportunities for all.

As regards reintegration of academics who have been abroad for further training or experience, there are no special problems to overcome. In particular, account is taken of any qualifications obtained abroad which may be relevant for teaching, research work, work in industry, etc. There may, however, be some difficulties if after a long stay abroad an academic has lost contact with German universities or research institutions.

In general it is considered far more important to deal with the question of an academic's reintegration before he actually goes abroad.

Teachers returning from abroad usually have no difficulties in finding a post equivalent to the one they occupied before their departure. The General Act on Civil Servants *(Beamtengesetz)* contains some rules on the withdrawal and maintenance of social rights.

With regard to the financial aspect, it does not seem to be necessary to create further incentives to mobility. The existing funding schemes see to it that principles governing the position of German staff in higher education abroad are applied in accordance with German academic practice and/or international regulations ratified by the Federal Republic of Germany.

2. *Postgraduate students*

a. *Coming from abroad*

The situation of foreign postgraduate students wishing to complete their education in the Federal Republic of Germany has recently worsened because of their inclusion in the up to 8% quota for beginners (in the disciplines subject to *numerus clausus* regulations) seeking admission to a German university via the Central Distribution Agency *(Zentralstelle für die Vergabe von Studienplätzen)*. There are no restrictions in disciplines not subject to *numerus clausus* regulations.

A few statistics:

The number of foreign students at universities in the Federal Republic of Germany, excluding teachers' training and technical col-

leges, amounted to 39 000 in the winter semester 1974–75. In relation to the total student population, this represents a share of 6.4 %. Compared with the winter semester 1972–73 this means a rise in the absolute figure by some 8 000 (+ 30 %) but a drop in the percentage by 0.9 % owing to the greatly increased total number of students in the meantime. The latest available statistics reveal that almost half (45 %) the foreign students come from European countries.

b. *Going abroad*

So far, the only obstacle envisageable could be financial, if a postgraduate were unable to obtain a scholarship from any source.

3. *Information aspect and organisation of funds*

The German Academic Exchange Service (DAAD) provides long-term as well as short-term scholarships and fellowships to all levels of academic personnel, both to and from institutions of higher education abroad.

The Liaison Office for German Professors abroad *(Vermittlungsstelle für deutsche Wissenschaftler im Ausland)* – a special division of the DAAD – informs about vacancies (via vacancy notices), and funds (with annual budgets totalling roughly DM 10 000 000) between 120 and 150 long-term and short-term visiting professorships of German academics at universities in all continents (movements to institutions in member countries of the Council of Europe do not, at present, have top priority). The Liaison Office, through its Resettlement Department *(Rückgewinnungsreferat)* gives information *(Informationsblatt für Deutsche Wissenschaftler im Ausland)*, and funds (with an annual budget of DM 500 000) for the reintegration of German academics from abroad as well as the assurance of the social security of retired academic personnel on prolonged foreign cultural service abroad, after their return to the Federal Republic of Germany.

The Alexander von Humboldt Foundation provides between 500 and 800 fellowships annually for postgraduate research workers from abroad, for research projects to be undertaken at German universities and research institutions (four months may be spent at institutions in another European country).

The German Research Association provides information and funds for short-term and long-term mobility of postgraduate researchers in both directions.

The Goethe Institute sends German professors abroad, usually on short-term cultural missions.

This is only a sample of the many foundations and other funding institutions.

The West German Rectors' Conference *(Westdeutsche Rektorenkonferenz)* and the Standing Conference of the Ministers of Education of the German *Länder (Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland)* as well as the institution *Inter Nationes* provide statistics and information, arrange group visits of foreign academics and work out equivalences of diplomas and academic degrees, etc.

4. *Social protection of university staff and research workers*

a. *Coming from abroad*

There is a much varied but no uniform social security and health insurance system in the Federal Republic of Germany. For the latter, there are three refunding systems, viz.:

– local health insurance funds: expenses are refunded in full under the "paying third party" system;

– semi-public funds or *Ersatzkassen:* 100 % refund system "paying third party". The amounts of refunds are higher in so far as doctors charge the persons insured under this system higher fees;

– private insurance schemes: which refund at a contractual rate and cover persons in the higher income bracket. Doctors' fees vary according to the category of insured persons.

In the case of civil servants, 50 % of the expenses incurred are paid by the state.

This rate may be increased to 70 % depending on family circumstances (married, children). For the remaining percentage, civil servants may insure themselves with an *Ersatzkasse* or a private fund. In the case of a foreign teacher or research worker who comes to the Federal Republic of Germany for a lengthy period there is no difficulty as regards social security and health insurance. If he is employed by the state, the latter will pay 55 % of his social security and health service contributions. For the remaining 45 % he may join an *Ersatzkasse* or a private fund.

b. *Going abroad*

Teachers and research workers going abroad retain their accumulated social security and pension rights.

ICELAND

1. *University teachers and research workers*

a. *Coming from abroad*

The main problem seem to be financial, as salaries in Iceland are lower than abroad. Due to an inflationary situation in Iceland the difference between the salary here and that abroad may vary considerably.

As there are very few posts for foreign teachers or research workers at present mobility is conducted on a personal or interdepartmental basis. Nevertheless, there is an established procedure for mobility concerning the exchange of visiting teachers in the Nordic languages. A few posts for the visiting lectureship are reserved in the following languages: Danish, Norwegian, Swedish, Finnish, German, French, Russian and English. These lecturers get the greatest part of their salaries from their governments and their recruitment is only formally controlled by the Icelandic University Council.

Some of the most recent departments established at the University recruited foreign lecturers at the outset to help with the setting up of the organisation of the departments. These lecturers usually stay not more than one or two years or until Icelandic lecturers can be found to replace them. At present there are two such lecturers at the University recruited by the departments concerned. It has been suggested that about 7 % of the total teacher population in higher education should consist of foreigners. If this figure were employed then the difficulties in finding posts for Icelandic lecturers would be avoided and mobility increased.

b. *Going abroad*

The greatest obstacle for a university teacher or research worker wishing to go abroad is finding a replacement at home. For short-term mobility he would not lose his civil servant status and his acquired rights. It seems obvious that the Icelandic authorities will have to make sure that Icelandic university teachers are not emigrating on a permanent basis. Partnership agreements with foreign universities would make it easier to replace a person wishing to go abroad for a certain period.

Other problems are:

– the structure of the tax payment system makes it difficult for

Icelandic lecturers to go abroad since they must pay a part of their taxes in arrears; the pay-as-you-earn system of taxes has not yet been introduced,

– there are severe currency restrictions on Icelanders moving abroad and they are only allowed to bring relatively small sums of money in foreign currency out of the country. Normally, an Icelandic university teacher obtains sabbatical leave with or without payment every seven years of his employment.

2. *Postgraduate students*

a. *Coming from abroad*

Although it is quite easy to find places for foreign postgraduates there is very little movement to Iceland at present. Research facilities and resources are so limited that only in two fields are there attractive graduate study prospects.

These are:

– Nordic studies, either for a higher degree or the Icelandic philological diploma course,

– volcanic geology in connection with the Nordic Volcanic Research Centre, established in 1974.

The Ministry of Culture and Education annually offers from ten to fifteen grants to students from abroad.

These grants are only intended for students planning to study Icelandic language or literature. Of these not all the grants go to graduate students alone, but it is not easy to distinguish between graduates and undergraduates, especially for such a loosely knit course as Icelandic studies can be.

As regards the recognition of foreign qualifications, it can be stated that degrees from European and North American universities are accepted without any problems.

b. *Going abroad*

It is generally fairly easy for Icelandic graduate students to go abroad; most universities in Europe and the United States of America accept them without any complications, and there are no financial, legal or administrative obstacles to this.

However, some degrees at the University of Iceland were only introduced in the last three or four years, e. g. the B. Sc. in natural

sciences, and it will take some time before they are fully and universally recognised.

3. *Information aspect*

The Science Fund, the Student Loan Fund and the Ministry of Culture and Education concern themselves almost exclusively with movement abroad.

A booklet on Icelandic philological studies for foreign students is published by the Ministry of Culture and Education. There is a financial obstacle to movement of all types, i. e. travelling costs to and from Iceland, and were this to be alleviated or removed, considerable improvement in mobility possibilities would be achieved.

4. *Problems of language*

Postgraduates are not required to know Icelandic, but for practical purposes this is a great advantage. Lectures and other instruction is exclusively carried out in Icelandic except in the case of foreign language courses and classes given by visiting teachers.

ITALY

1. *University staff and research workers*

a. *Coming from abroad*

Though the law of 1 October 1972 (Article 2) allows to recruit foreigners on a reciprocal basis (this does only mean that it must be possible (*de facto*) for an Italian to go to the country from which the foreigner interested in an Italian teaching or research post originates), there seems to be hardly any recruitment of persons from outside the Italian universities for permanent posts.

b. *Going abroad*

The main obstacle seems to be financial. For example, there is an exchange agreement between the Italian *Centro Nazionale delle Ricerche* (CNR) and the French *Centre national de la recherche scientifique* (CNRS) but movements are considerably hampered by lack of financial resources.

In principle, there are two main possibilities for an Italian university teacher or research worker to go abroad:

– for research purposes (up to three years) with a fellowship of CNR;

– for teaching purposes on secondment from the Foreign Office.

In the latter case the period spent abroad is taken into account twice regarding seniority.

There is no sabbatical year in Italy for university staff but the introduction of this possibility is at present under consideration. At present, the university teacher has the possibility, once in his career, to go abroad for one year.

University teachers and research workers who wish to go abroad before obtaining secure employment may have to face considerable difficulties upon their return. The position of established teachers and professors has been improved by Law No. 311 of 18 March 1958 (Article 10) and No. 1114 of 27 July 1962 which safeguards the legal and economic position of state employees (established teachers and professors), authorising them to accept employment with international organisations and to carry out duties with foreign states.

Article 10 of the law of 18 March 1958 states that "on exceptional and justified grounds of study or scientific research requiring resi-

dence abroad, a faculty professor may be granted leave of absence for a full academic year. Such leave, granted by the Minister after consulting the faculty to which the professor belongs, shall not be renewable for the following year".

2. *Postgraduate students coming from abroad*

It seems that the rule that all foreigners must give proof of their knowledge of Italian before they enter Italian institutions of higher education is somewhat too rigidly applied. More individual help might be given by offering crash courses or a provisional admission should be made possible (subject to the students' subsequent acquisition of a profound knowledge of Italian).

A few statistics:

There are only general figures available: the total number of foreign students in Italy has risen from 4 383 (1962–63) to 21 924 (1972–73), which makes a percentage of 2.7 % of the whole student population, which seems to be rather modest.

Out of the total number of foreign students (21 924) there were 13 762 from European countries and out of this number, 12 086 students originated from Greece.

3. *Nationality*

The nationality requirement for members of *di ruolo* staff is very strict in Italy, as it is, too, for the *incaricati* or *liberi docenti* (Article 275 *Testo Unico*: "No one may be engaged for work of any sort in universities or institutes of higher education who cannot obtain the certificate of proficiency for *libera docenza*:

a. if he is not an Italian citizen,

b. if his conduct has not always been satisfactory.")

These requirements may, however, be waived in given limited circumstances: "The teaching of a given subject may be entrusted to a person who is not an Italian citizen where the government deems that such a course is necessary, in pursuance of written or oral international agreements. Established teachers appointed in pursuance of such provisions may only take part in those meetings of the council of the faculty or school relating to the organic structure and practice of teaching."

This exclusive recruitment procedure, together with the nationality requirement, considerably militates against intersectorial or international mobility.

Only in the free universities there is no legal stipulation that teachers shall be of Italian nationality (Article 208 *Testo Unico*, Part 2: "To fill teaching posts in newly created universities or higher education institutes, within the limits of staff availability, at the time of their legal recognition, the Ministry may, upon application, and subject to the prior assent of the governing bodies or authorities of the said university or institute, transfer teachers from any university or higher education institute, to teach the subject in which they are already established, or other subjects, as the case may be.")

A final qualifying clause shows, however, the narrow limits of this possibility of transfer: "Should other posts remain available, they shall be filled according to the standard procedure laid down for state universities and higher education institutes."

The only posts reserved for foreign nationals are those of *lettori di lingua straniera* (foreign language lectors). Article 6 of the Law No. 349 of 18 March 1958 states that "for the post of lecturer in a foreign language the requirement of Italian nationality may be waived. Extraordinary lecturers in a foreign language of non-Italian nationality shall as a general rule be a responsibility of the foreign state sending them to the Italian university".

THE NETHERLANDS

1. *University teachers and research workers*

a. *Coming from abroad*

It seems that foreigners interested in short-term teaching or research possibilities in the Netherlands seldom have a chance as no great need exists and Dutch universities are nearly always capable of filling vacancies internally. Nevertheless, the recruitment of foreign academic staff and research workers by contract for a definite or indefinite period does not seem to present any statutory problems. Dutch universities and public research institutes are entirely free to engage foreign teachers or research workers. At Leyden University, for example, a chair is permanently reserved for a foreign professor and is held by a different person every year.

A great problem seems to be that for almost all teaching posts and for some research posts a thorough knowledge of Dutch is indispensable. Some foreign university teachers are attracted by some fifty courses of international education jointly organised by NUFFIC and the Dutch universities since 1952 (taught in English, in some cases in French and Spanish).

A few statistics:

Although there are no valid statistics, a few figures are worth quoting:

– at the Eindhoven University of Technology there are fourteen foreigners, three of whom have the rank of professor or lecturer and eleven are members of the teaching staff;

– at the Twente University of Technology there are fourteen foreigners, of whom four are professors, nine are members of the teaching staff and one is an American visiting professor (a foreigner who is a visiting teacher in the Netherlands for a short period may not be a member of an examining board, not because he is an alien but because he is not a member of the faculty);

– at the Free University of Amsterdam there are twenty-one foreigners, four of whom have the rank of professor or lecturer, the others are members of the teaching staff.

b. *Going abroad*

Dutch university staff members seem to be too involved in the turbulent developments in Dutch university life even to get a

moment of quiet to consider going to another European university to teach there for a certain period. One might have the impression that the lack of mobility provisions is not felt as a heavy burden within the Dutch universities or with the individuals at the moment.

Another obstacle might be the present trend of giving priority to teaching rather than to research. One might consider encouraging Dutch universities to give greater priority to research in order to maintain their scientific standard. This would certainly influence the number of Dutch university teachers wishing to go abroad.

A Dutch university teacher has to submit an application for leave of absence to his university as well as to the Ministry of Education in case he wants to maintain his rights and status while staying abroad. There are normally no difficulties, although at some universities there is a considerable shortage of staff which makes increased mobility difficult.

The problem of return: professors who go abroad have, in general, no great difficulty in finding a vacant post on their return. The experience they have gained abroad and the contacts they have established between national and international research are, moreover, generally appreciated. A professor or member of the teaching staff who goes abroad to teach or conduct research for a limited period (under a year) may often arrange with the university for his post to remain open for him until he returns.

2. *Postgraduate students*

The main problem seems to be that postgraduate studies in the proper sense do not exist in the Netherlands. In the Dutch system a university course is taken and ends with the *doctoraal* examination, which is taken after at least five years of study. There is a half-way point, called *Kandidaat* examination, taken after two to four years, which has no civil effect; and those who break off their studies at that stage are considered not to have been successful in their studies. After the *doctoraal* examination no courses are taken to reach the doctorate.

In all cases not covered by conventions or decrees the evaluation of the qualification of a foreign applicant for further study is done individually by the university which has to get the Minister's consent. This procedure usually takes many months; until last year it was possible to register before one's qualifications were considered, but a recent law forces a future student (and consequently also a foreign applicant) to produce his credentials before registering. Therefore it is

no longer possible for a student with a qualification which would probably be accepted to start studying while awaiting the formal approval.

A few statistics:

In the academic year 1968–69 there were 519 students coming from countries participating in the special project. For 1970–71 and 1971–72, the figures are 542 and 674 respectively.

3. *Information aspect*

NUFFIC serves as an information centre on higher education and research abroad. In particular, it advises about the assessment of the studies carried out and the diplomas obtained abroad. The aim of this foundation is "to promote international co-operation in the field of higher education and scientific research in the widest sense", but special attention is paid to forms of international co-operation which are directed towards the developing countries. The foundation seeks to achieve this goal by various means, for example:

– by promoting and co-ordinating the activities of the universities and higher education establishments which come within the foundation's scope;

– by supplying information, advice and assistance to universities and higher education establishments, as well as to other bodies and persons in all matters relating to international scientific exchange;

– by maintaining institutes, courses of study and lectures to provide education, especially for foreigners, in one or more working languages and which undertake scientific research;

– by co-operating with and aiding other institutions serving the cause of international co-operation in the field of higher education and scientific research.

NORWAY

1. *General*

International co-operation is particularly necessary for a country like Norway. One can note that there is a strong tradition of mobility which in the past mainly took the form of study outside Norway, but it is today more and more reciprocal. It means that an increasing number of those who go abroad do come back to Norway, and that more foreigners – students and teachers – now participate for some time in Norwegian academic life. Nevertheless, the balance between the inward and outward flows is not yet equal.

2. *University staff and research workers*

a. *Coming from abroad*

Virtually, all categories of posts in higher education and research are open to foreign nationals. Once recruited, they are not treated differently from nationals as regards salaries, social security and pension rights. But in practice there are only few possibilities for foreigners to accept short-time posts, except a few lectorships in foreign languages, which are based on the principle that lectors from the country concerned should be in Norway for a three-year period, with a possibility to renew this contract once.

b. *Going abroad*

Senior staff members may apply for sabbatical leave approximately every seven years. Those on sabbatical leave are expected to do research and are not allowed to hold any other salaried positions. In practice, not all those professors (senor staff members) awarded sabbaticals avail themselves of the opportunity to take a year of research, as it is often difficult to find qualified substitutes during their absence. Lecturers are also to a limited extent eligible for sabbatical leave, but the means for this group are far from sufficient. Since a small country like Norway is totally dependent on its international relations one might hope that the practice of sabbatical leave should be extended also to lecturers (staff at the intermediate level).

Norwegian universities have agreed that they should not aim at reciprocal arrangements with foreign universities regarding the exchange of university teachers.

Short-term visits are fairly common, especially among research workers. In natural science and social science faculties most members of the permanent academic staff have been abroad at least once or twice. It is noticeable that mobility is greater among persons who, like civil servants, have a stable position.

The countries mainly visited are the Nordic countries, the United States of America and Canada. During recent years there has been a cut back in American funds for scholarships and consequently there seems to be an increasing interest in studying at European universities and research centres.

3. *Postgraduate students*

a. *Coming from abroad*

Because education in principle is free, very few scholarships are set aside for foreign students. The Government Loan Fund for Education does not ordinarily provide loans for foreign citizens. Political refugees who are permitted to stay in Norway can be granted loans. Foreign citizens can also be granted loans if through marriage, relationship or permanent work they are permanently attached to Norway, but under the condition that they stay in Norway upon completion of their education.

b. *Going abroad*

There are no legal and administrative obstacles; students studying abroad will get loans on the same conditions as students studying at home. In addition the Government Loan Fund awards small scholarships to candidates in need of financial assistance.

A few statistics:

In the autumn term 1975–76 there were 1 263 foreign students enrolled at Norwegian institutions of higher education (923 at the University of Oslo). The number of foreign students enrolled at the University of Oslo has more than doubled in five years from 392 (autumn 1970–71) to 923 (autumn 1975–76).

The number of Norwegians studying abroad has been almost constant during the last twelve years, but in comparison with the total student population, considerably decreased: in 1963 the total Norwegian student population was 18 035. Out of this number, 3 200 were studying abroad (roughly 17 %).

In 1974, the total Norwegian student population was 41 388. Out of this number, 2 632 were studying abroad (roughly 6 %).

4. *Information aspect*

Announcements of Norwegian scholarships offered are sent through the Norwegian diplomatic missions abroad to the Ministries of Foreign Affairs in the respective country. Announcements of post-doctorate fellowships awarded by the Royal Norwegian Council for Scientific and Industrial Research are sent to technical universities all over Europe. The latter procedure – direct information – seems to be more efficient and might perhaps also be applied to foreign post-graduates.

There seems to be quite wide advertisement of vacant posts in universities, in particular between the Scandinavian countries, which benefit from a great similarity of language and have in common a good knowledge of English.

5. *Social protection*

Foreigners who are paid employees in Norway are protected by the national system of assistance in the case of illness. Norwegians who go abroad are protected in those countries with which an agreement has been conducted (Nordic countries, Great Britain and Northern Ireland). In other cases Norwegians can be voluntarily insured under special rules. The same applies to foreigners who are residing in this country, but not compulsorily insured. Scholars and teachers who visit foreign countries and are civil servants keep their eligibility for promotion and pension rights, but only for two years.

6. *Problem of language*

Although there are few regulations binding foreign university teachers to give courses exclusively in Norwegian, the language barrier is always quoted as a serious obstacle to mobility.

SPAIN

1. *University staff and research workers*

a. *Coming from abroad*

Short-term visits seem to be fairly easy, and the initiative may come either from the foreign professor concerned or from the Spanish hosts (university departments or research centres). The procedure for recruitment to permanent posts is laid down in Article 30 of the Civil Service Act *(Ley de los Funcionarios civiles del Estado)* and in Articles 115 and 120 of the Education Act *(Ley General de Educacion,* 4 August 1970).

In general, people have to undergo a national competition. Under the terms of Article 120, foreigners of a certain high reputation may be given a contract of limited duration which would put them – as regards academic rights and duties – more or less on an equal footing with Spanish staff members of the corresponding category:

- junior lecturer *(profesores adjuntos),*
- senior lecturer *(profesores agregados),*
- full professors *(catedráticos numerarios).*

Permanent contracts of this kind can only be given to foreign teachers and research workers

- of outstanding reputation and
- provided that their services are really needed.

Foreigners wishing to become Spanish civil servants would have to acquire the Spanish nationality. The minimum waiting period would be two years – if they have exceptional merits for Spain.

In practice, foreign professors employed on a contract may even get higher payment than their Spanish colleagues, but they still remain second class staff members, because

- they can never be appointed rector or dean,
- they can never become members of a jury for the entrance examination to the posts of senior lecturers and full professors and therefore cannot influence the standards of teaching and research.

b. *Going abroad*

There seems to be no legal obstacle preventing Spanish staff

from going abroad, but in practice they might risk loss of social security, pension rights and at least seniority or career advantages. Much depends on whether the person wishing to go abroad is a civil servant or not. It seems to be relatively easy to take part in a project of international co-operation in the service of an international organisation or a foreign government or institution, e. g. Spanish professors working in Unesco or in developing countries, but this does not really concern academic mobility in the context of the special project. If a civil servant wants to go abroad on his own initiative and for his own personal interest, he may be granted so-called "voluntary leave". While on leave the person gets no salary and no other economic benefits whatsoever, and the period spent abroad is not taken into account with regard to pension rights, seniority, etc. What matters, however, is that the person, when he comes back, can claim for another post because his civil servant status has been maintained. It should be legally possible to take fully into account a period spent abroad. This would require changing Article 45, paragraph 1. *b* and 3, of the Civil Service Act *(Ley de Funcionarios Civiles del Estado)*.

Spanish staff who have not yet permanent tenure as civil servants are legally free to go abroad, but in doing so they would seriously harm their career prospects. If they hope to become civil servants one day (and they practically all do), they cannot afford to leave the country even for a shorter period.

As this situation discourages promising young talents from mobility one might consider changing Article 130 of the Education Act *(Ley General de Educación)*, which entitles Spanish university professors to one sabbatical year every seven years.

2. *Postgraduate students*

a. *Coming from abroad*

Admission procedures present no difficulty. The conditions under which foreign postgraduate students can come to Spain are normally laid down in bilateral cultural agreements, but even students from countries with which Spain has no bilateral agreement will not find it too difficult to come to Spain. There is no quota fixed for foreign students.

A few statistics:

Only general figures are available, with no differentiation between the undergraduate and the postgraduate level. In the academic year 1972–73 there were 9 757 foreign students enrolled in Spanish

institutions of higher education. More than 50 % (5 482) come from American countries, about 30 % (2 779) from Asia and only roughly 6 % (622) from European countries.

b. *Going abroad*

Spanish students wishing to go abroad do not have to face any particular obstacles. Of course, they have to overcome the same kind of obstacles as any other Spanish national going abroad (e. g. military service before leaving).

3. *Information aspect*

There are varioous bodies providing funds in higher education and research (under the responsibility of the Prime Minister, the Ministry of Education, the Foreign Office, various other Ministries, the Trade Unions, etc.), but they are in no way co-ordinated and there is no booklet describing in detail the kind of financial aid they offer. Each of these bodies gives information about its own grants, but it is up to the individual to consult and sift through this information. There are many booklets containing information on mobility but what is not offered on the market is:

– information on higher education systems, admission regulations and study facilities in other CCC countries;

– information on possibilities for teaching and research offered abroad (in particular there is no description of recruitment procedures in other countries). Spanish staff and students would have difficulty in finding out what has to be done to spend a period abroad,

– information on possibilities for teaching and research offered in Spain (how difficult it is for a foreigner to get a permanent contract in Spain and what short-term contracts may be available).

Since at present the civil service posts (i. e. 80 % of all posts in higher education and research) are not open to foreigners, there can be no question of advertising them abroad. The whole problem is that the Spanish universities and research centres do not seem to make the slightest effort to recruit staff from outside, except for modern language lectors.

4. *Social protection of university staff and research workers*

As regards social security benefits for civil servants going abroad there are special security regulations *(Regimenes Especiales de la Seguridad Social* and the *Ley 193 de Bases de la Seguridad Social* of

28 December 1963, Article 10). All civil servants benefit from social security as a result of these special regulations. Furthermore, special legislation on social security for civil servants is at present in preparation.

For all types of social regulations it must be quoted that each type of regulation has its own peculiarities (as regards application, contribution, payment of benefits, economic and financial organisation, governing boards and many other aspects), but care is taken to ensure that the situation is as homogenous as possible for all.

5. *Problem of language*

Foreign students must know Spanish before they are accepted. Normally language tests have to be taken, but these are fairly easy. The language requirements also depend on the type of studies and the institution chosen. Universities are autonomous and may therefore also require some knowledge of Spanish terminology in the chosen subject of study. Those who want to get a Spanish scholarship may have to take a special language test.

SWEDEN

1. *Introduction*

Questions of mobility and of international contacts between institutions of higher education and research in various countries have been much discussed in Sweden in recent years. One reason, obviously, is that Sweden in this respect is still behind other countries. The discussion was intensified by the decision of the Office of the Chancellor of the Swedish Universities to set up a special committee for internationalising university education. The need for intensified international contacts not only in the field of research – where internationalism has long been recognized as a factor – but also in the fields of basic university education and graduate education, has gained more recognition than ever. In their comments on the final report of the committee the universities more or less unanimously supported the proposals. Measures for internationalising the content of university education, for training in professional language, for increasing international exchange at university level and for building up new international secretariats – which were the main points in the final report of the committee – gained general support also from non-university bodies and organisations that were invited to comment upon them.

The following points may also be made in this connection:

– There will obviously have to be better national co-ordination between the various bodies and organisations offering funds and information on matters of exchange. The solution seems to be to set up a co-ordinating centre probably within the responsible national government agency (or agencies) for higher education and research.

– One serious handicap in present programmes of funds and exchange procedures seems to be the concentration on either research fellows or postgraduates. It is the opinion of the Office of the Chancellor that exchange programmes should give more space to junior university teachers, to advanced undergraduate students and to graduates. The Office of the Chancellor also feels that the exchange programmes should include administrators, especially those planning innovations in higher education.

– It is, moreover, obvious that international agreements will have to be supplemented, to a greater extent, by special bilateral agreements at local (university and departmental) level, in order to achieve a close and smooth procedure. Also, for the exchange of information about obstacles and opportunities, it is probable that regular

bilateral or trilateral symposia should be included in programmes of activities.

– In the field of co-ordination of national procedures with regard to scholarships for various groups, much no doubt remains to be done to harmonise rules and benefits. One example, among many: some countries regularly provide special funds to make it easier for the applicant to be accompanied by his family; however, some other countries ask the applicant not to take his family, there being no funds available for extra support.

2. *University staff and research workers*

a. *Coming from abroad*

Swedish nationality is not required for employment in a university in Sweden. But apart from lecturers in languages, the number of aliens who hold university teaching posts in Sweden is small. Foreign teachers chiefly serve by giving occasional lectures.

Three main ways of securing increased participation by foreign teachers and research workers are at present under consideration:

– Swedish and foreign university teachers should be allowed to exchange posts for a specified period:

– the universities should be given funds to engage the temporary services of foreign teachers and research workers alongside permanent teaching staff;

– a number of special, fixed-term posts should be established for foreign teachers and younger research workers likewise alongside permanent teaching staff.

At the moment there is a considerable lack of suitable, particularly medium-term, posts.

To permit foreign teachers and research workers to visit Swedish universities for a maximum term of three years, the establishment of thirty posts for visiting professors and thirty posts for visiting research fellows or assistants is proposed. On nomination by the universities they should be distributed by the Office of the Chancellor.

b. *Going abroad*

The main obstacles relate to career questions and obtaining leave of absence, despite the system of sabbatical leave, which does not apply to junior teaching staff.

3. *Postgraduate students*

a. *Coming from abroad*

There are now limitations to capacity in postgraduate education. Decisions on temporary limits in intake capacity are taken by the faculties and may vary from subject to subject. From the point of view of the labour market, the professional organisations may have some objections in cases where there are many Swedes queueing for a research post.

There are no statistical data available. The present system for registering students at various levels does not distinguish between Swedish students and students from other countries. It is estimated that between 7 000 and 10 000 foreign students in all are studying at Swedish universities at various levels. This figure should be compared with the total number of students at all types of post-secondary education, *circa* 135 000. Not even the Internationalisation Committee was able to give a precise, accurate estimate of the number of foreign students.

b. *Going abroad*

The difficulties involved in pursuing studies abroad relate to three main factors: crediting education received abroad towards Swedish degrees, financing foreign studies, and obtaining information about studies abroad.

4. *Social protection*

Social security coverage is made available to foreigners (students, teachers and research workers) on the same conditions as to nationals only after one year. Some bilateral arrangements solve the problem from the beginning of the stay in Sweden.

Health insurance for Swedes going abroad is provided under the national system, at least for a certain time. In the case of teachers or research workers who leave Sweden and spend a certain time abroad, their seniority, promotion and pension rights are not generally secured beyond two years.

Here again, both better information and more liberal regulations could be envisaged.

5. *Problem of language*

Though there is no legal requirement for foreigners to speak the Swedish language, they must in practice have a good knowledge of it, since it is the only language used at undergraduate level. At the post-graduate level there are some lectures and seminars in English. Special programmes are given entirely in English for students from some developing countries. The teaching of English is very widespread in all pre-university education.

SWITZERLAND

1. *University staff and research workers*

Although the Swiss authorities wish to stabilise the foreign population in Switzerland, the decree of 9 July 1975 exempts foreign university teachers and research workers from any restriction.

In the academic year 1974–75 there were 537 full-time (out of the total number of 2 098) and 737 part-time (out of the total number 3 315) foreign university teachers teaching at Swiss universities.

There does not seem to be any specific obstacle to mobility, neither legal nor administrative. Besides, several exchanges have taken place on the initiative of those concerned, due to funds coming from more or less private sources.

However, there seems to be, among Swiss universities, a different attitude towards mobility due in fact to funds made available for this purpose: therefore the federal polytechnics (Zurich and Lausanne) exchange current scientific knowledge and ideas through mobility of staff to a greater extent than the universities which come under the responsibility of the *cantons* (except Geneva), which tend to focus rather on teaching. This might be as a result of the fact that they have had to teach to a much larger student body in recent years.

2. *Postgraduate students*

A few statistics concerning foreign students in Switzerland:

In the academic year 1972–73 there were 47 192 students enrolled at Swiss universities, of which 10 352 were foreign nationals (roughly 22 %). In the academic year 1973–74 there were 48 628 students enrolled of which 10 619 were foreigners (roughly 21 %). The total number of foreign students seems to be rather constant, although slightly decreasing.

The percentage of foreign students enrolled at Swiss universities was also quite constant in the past five years, except at the universities of Basle (23.9 % to 16.3 %), Berne (11.5 % to 9.0 %) and Lausanne (37.8 % to 32.2 %).

Out of the total number of 10 352 foreign students (academic year 1972–73), 6 220 (60 %) were enrolled in French speaking universities and 4 132 (40 %) in German speaking universities.

The most important countries of origin are as follows:

- France : 1 274
- Italy : 478
- Norway : 276
- Austria : 264

Most of the foreign students were enrolled at the University of Geneva (2 756), the University of Lausanne (1 293), the University of Zurich (1 217), the Technical University of Zurich (1 104) and the University of Freiburg (1 000).

Selection procedures can be, to some extent, an obstacle to mobility, since applications for scholarships have to be submitted too long in advance. Sometimes it can happen that a candidate has been accepted by the Federal Commission of Experts for scholarships but cannot find a place in the chosen institution of higher education. It was agreed that the scholarships co-ordinated by the Council of Europe are very efficient. It might be considered to increase the funds available for this purpose (at present five scholarships are awarded within the framework of this scheme).

3. *Information aspect*

The Central Office of the Swiss Universities publishes a list of vacant posts in higher education four or five times a year; it is sent to nearly all European universities. Research posts are not advertised regularly. This office publishes also a number of booklets in various languages containing study information for foreigners. A good solution might be to advertise vacant posts in the Swiss booklet *Science Policy* which is published five or six times a year and is widely known all over Europe. It is evident that the increase in staff and available funds of the Central Office of the Swiss Universities is likely to ensure the flow of information in the field of mobility and develop the latter accordingly.

Furthermore a secretariat has been created within the framework of the Swiss Office for Science and Research in the Federal Department of Home Affairs in autumn 1974 in order to co-ordinate exchanges between Switzerland and Eastern European countries, in particular the Union of Soviet Socialist Republics: it might serve as an example for a first attempt towards a general service for mobility information.

TURKEY

1. *University teachers and research workers*

a. *Coming from abroad*

Foreign university staff members and research workers are appointed in pursuance of Article 36 of the Universities Act (No. 1750, date of acceptance: 20 June 1973, date of publication: 7 July 1973, *Official Gazette* No. 14587) on a contract basis. This appointment is made on the proposal of the Faculty Council *(Fakülte Kurulu)* and with the approval of the university senate. There is no limitation as to the duration of the contract in Article 36 of the Universities Act. Since budget laws are annual, however, the duration of the contract is automatically a maximum of one year. The contract may be renewed several times on condition that contracting parties are agreeable.

As far as teaching functions are concerned, foreign staff members are subject to the same rules as nationals. As regards the University of Ankara, for example, it should be noted that foreign staff members are welcome, enjoying the same rights as their Turkish colleagues regarding participation in faculty meetings and membership of examining boards. Nevertheless, they cannot be appointed civil servants, nor elected rector or dean of faculty.

Another problem regarding inward mobility is the fact that there is no compulsory social security system for foreign staff members.

A few statistics:

In the academic year 1973–74, there were 200 foreign university teachers employed by Turkish universities. The majority of them were working for Hacettepe University (50), Middle East Technical University (48), the Istanbul University (35) and the University of Ankara (32).

b. *Going abroad*

As regards outward mobility, Turkish staff have no difficulty in going abroad, apart from "instructors" (i. e. people holding a Ph. D. but not member of the university). Although there is no general practice for granting a sabbatical year, Turkish universities send their staff members abroad for teaching and research.

When they are sent abroad by the university, their individual rights such as salary, promotion and pension are continued. Furthermore, they are paid actual travelling expenses and their *per diem*

allowances according to the criteria used for civil servants sent abroad.

If university staff members do not require travelling expenses and *per diem* allowances from the university, leave of absence can be given to staff members by deans for up to a week and by rectors or presidents of universities for up to fifteen days. The positive decision of the Faculty Administrative Council and the approval of the rector are necessary in cases where the period of leave of absence exceeds fifteen days, where the university is required to pay the travelling expenses and/or *per diem* allowances and/or study or research expenses.

At the Middle East Technical University, a university teacher is entitled to a sabbatical year after six years of service. At the University of Ankara, there is no such system, but paid study leave is granted under a special fund; each year ten to fifteen staff members go abroad for a certain period.

Since instruction is given exclusively in English at the Middle East Technical University, each of the ninety staff members has obtained one or more degrees abroad, 60 % at American universities and 20 % in the United Kingdom.

2. *Postgraduate students*

a. *Coming from abroad*

In spite of the fact that English is the only working language at the Middle East Technical University, the percentage of foreign students was only 4.5 % (academic year 1974—75). This rather low percentage is mainly due to the strict admission procedures. Measures are now being considered (by abolishing entrance examinations for foreigners) to facilitate the admission of foreigners, aiming at a percentage of about 10 %.

b. *Going abroad*

A certain number of postgraduate students of the Middle East Technical University are sent abroad, mainly to English speaking countries such as the United States of America, Canada and the United Kingdom, in order to complete their studies. There are also a number of partnership agreements, especially between the Middle East Technical University and foreign universities.

A few statistics:

There are two categories of students going abroad:

– the "official" students, who received financial aid from the Turkish Government or other Turkish bodies (1 251) in the academic year 1975–76;

– non-official students who do not have Turkish Government scholarships. They pay their own expenses. Their total number was 17 433 in September 1975.

The majority of Turkish students are studying in the Federal Republic of Germany (10 216). In the United Kingdom, Denmark, Norway and Sweden together 2 387, in France, Belgium and the Netherlands 1 939. 1 222 Turkish students are enrolled in Switzerland, Austria and Italy.

3. *Information aspect*

In the case of existing bilateral exchange agreements (for example, between the Middle East Technical University and the University of Manchester), the flow of information for possible candidates seems to be satisfactory.

The Scientific and Technical Research Council of Turkey provides the necessary information in co-operation with the "European network for scientific co-operation" for which Unesco acts as secretariat. The activities of this Institute include:

– a programme concerning young research workers to be sent to European research centres (twenty-five research workers in two years);

– a programme inviting academics to stay for a short period in Turkey;

– participation in the Council for Scientific Co-ordination of CENTO in order to examine problems relating to the Middle East region.

Nevertheless, none of the Turkish universities have any bulletins giving information about vacant positions in teaching and research.

4. *Problems of language*

Foreign teaching staff members can teach in English in Turkish universities where this language is used in instruction (e. g. the Middle East Technical University in Ankara and Bogazici University in Istanbul,

where the courses are given exclusively in English). In other universities, academies or higher schools they can teach in English, French, German etc. with the help of an interpreter. In modern language courses they can teach in the relevant foreign language. At the Middle East Technical University, German and French were used recently as working languages, but this practice has been abandoned since it proved too difficult to organise the course system.

UNITED KINGDOM

1. *University staff and research workers*

a. *Coming from abroad*

The only legal obstacle existing is the requirement that, with specific exceptions, anyone other than a national of an EEC country who wishes to take up employment in the United Kingdom, must, under the current immigration rules, obtain a work permit. The holder of such a permit is admitted for up to twelve months in the first instance; his stay may be extended thereafter if he is still in approved employment. After four years he may be accepted for permanent settlement without any time limit; he is then free to take up any employment.

More should be done to inform foreign academics; those wishing to go to the United Kingdom usually fail to appreciate:

– the difficulty of obtaining precise information about contracts for permanent and short-term employment;

– the intricacies of United Kingdom employment legislation, for example, orders and statutes governing "unfair dismissal", obligations to pay insurance contributions to state health and pension schemes, etc.;

– the fact that university academic staff in the United Kingdom are not civil servants and are not therefore governed by civil service employment codes and procedures;

– the fact that the *de jure* contractual position with regard both to permanent and short-stay contracts is by no means the only consideration that should be borne in mind; given that *de facto* membership of the Association of University Teachers in the United Kingdom provides the individual at any given university with greater security and protection with regard to the terms of employment than a purely legal interpretation of the terms of his contract would indicate.

b. *Going abroad*

The main deterrents to going abroad, other than short-term visits on sabbatical leave or secondment from one's employing institution, are financial and administrative.

The Rent Act 1974 presents a particular problem to British teachers going overseas who wish to let their houses furnished while

they are away; the terms of the act may prevent their recovering their houses when they return, if the tenant wishes to stay on.

A few statistics:

During the academic year 1973–74 there were 511 foreign teachers, originating from countries participating in the special project, staying in British universities, whereas in 1974–75 the number was 528 (more details are given in Doc. CCC/ESR/PSM (75) 13).

2. *Postgraduate students*

a. *Coming from abroad*

One of the most important obstacles to mobility is the extremely high fees charged by institutions of higher education in the United Kingdom. For a student normally resident in Britain, the basic tuition fee varies, according to the nature of the course, from about £ 90 p. a. to about £ 350; for a student from overseas the minimum fee is normally £ 300 p. a. For certain courses involving the use of very expensive equipment or extensive field-work the additional fee for all students may be £ 500 p. a. or more.

– Unfortunately it is not realistic at the present time to recommend the introduction of reduced fees, but this would certainly increase the flow of postgraduate students to the United Kingdom. At least the practice of charging foreigners particularly high fees (higher than those paid by British students) should be abandoned. As British universities and polytechnics are at present having to cope with an increased number of students from the oil-producing countries, it seems quite understandable that any proposal to charge lower fees to foreigners might meet with much disapproval from the British taxpayer. But it might be possible to reduce fees for nationals of CCC member countries. Each institution of higher education has the power of decision with regard to the equivalence, for admission to postgraduate studies, of degrees or diplomas from universities abroad.

– The British Council has recently set up the British centre in the network dealing with equivalences of degrees; this centre should also take on any information work which may eventually be required in order to simplify admission procedures.

b. *Going abroad*

The main problems are administrative and financial. Not all countries provide enough information in a convenient form for over-

seas candidates about courses and research opportunities in their universities. A potential applicant may therefore have to write to several institutions, in different countries, in order to discover where appropriate opportunities exist. A student who is awarded a scholarship for study in the country concerned should have no major financial problems, provided the terms of the scholarship are adequate.

A British student who applies for an official British postgraduate award to study abroad rather than in Britain may encounter problems. There is a marked difference in attitude towards study abroad among the various grant-awarding bodies: the Department of Education and Science in its publication *Grants to Students for Postgraduate Study in the Humanities – State Bursaries* does not discuss the possibility of the award being held for study abroad and states explicitly that "additional grants will not be paid to meet expenses arising from visits abroad".

– The Social Science Research Council in its publication *Postgraduate Studentships in the Social Sciences states:* "SSRC studentships are not tenable overseas but if a student is registered for a UK higher degree he may be permitted to spend part of his training overseas".

– The Science Research Council is anxious to promote research work abroad and has made extensive provision for this. Its publication *SRC Studentships and Fellowships* states: "The Council wishes to encourage some of its students to spend all or part of their period of training abroad, particularly in Europe. It is therefore prepared to consider applications in suitable circumstances from heads of departments and research schools in the UK."

The procedure is as follows:

– Heads of departments who wish to take advantage of this scheme should, firstly, get in touch with heads of the foreign research schools in whose work they are interested and make preliminary arrangements for the students for whom they will be seeking support.

– An allowance will be paid for travel to and from the country of tenure.

– Students holding their awards in countries where the cost of living is higher than in the UK will receive an appropriate additional allowance.

– Approved fees will be paid.

– The SRC is prepared to consider applications for additional allowances towards travelling and other expenses incurred in field work, attendance at conferences or for other necessary purposes.

– Students studying in Europe may claim the cost of one return journey between home and place of study for each academic year.

The attitude of the Science Research Council towards study abroad might serve as an example for all other grant-awarding bodies in the United Kingdom.

3. *Information aspect*

Advertisements for vacant posts are very rarely placed in newspapers etc. published overseas, but occasional vacancies may be advertised in specialist periodicals with an international circulation or in such publications as *European University News*. On the other hand, the British publications which contain most advertisements for academic posts, *The Times, Guardian, The Economist* and *Nature,* are widely read overseas. Two publications of the Association of Commonwealth Universities (ACU) are specifically intended for academic staff of foreign universities seeking financial aid to study, undertake research or teach at a British university. These are the biennial handbook *Awards for Commonwealth University Staff* and the information paper for foreign university staff: *Some Awards open to Academic Staff of Foreign (non-Commonwealth) Universities and tenable at UK Universities*. The Registrar or other senior administrative officer of an institution is normally responsible for advertising vacancies. Some individual departments may advertise vacancies informally by circulating details to colleagues in departments overseas.

4. *Social protection*

The National Insurance provisions and the National Health Service are available to people ordinarily resident in the UK, irrespective of their nationality, provided they pay any necessary statutory contributions. There are, moreover, reciprocal social security agreements between the UK and most countries in western Europe. Differences in social security systems may present a problem, but not a serious one, to a student going abroad for a limited period. The rules are complicated, and differ according to whether the student is going to an EEC or another country, and in the latter case, whether or not it is one which has a reciprocal arrangement with the United Kingdom (of the CCC member countries, only Greece, the Holy See, Iceland and Spain do not have such an arrangement).

5. *Problem of language*

Though there is no law or regulation, foreigners normally have to teach in English. Some courses are taught in languages other than English: obviously, some (not all) courses in foreign language departments. A few courses in the University of Wales may be followed in Welsh or English, and, an interesting new development, there are new courses such as the University of Bath's BSc. course in Engineering with French or German, in which some of the technical subjects are taught and examined in the foreign language. There is a growing, though still small, number of such combined courses.

SALES AGENTS FOR PUBLICATIONS OF THE COUNCIL OF EUROPE

AUSTRIA

Gerold & Co.
Graben 31
Vienna 1

DENMARK

Ejnar Munksgaard
Nörregade 6
Copenhagen

FEDERAL REPUBLIC OF GERMANY

Verlag Dr. Hans Heger
Goethestrasse 54, Postfach 821
D-53 Bonn-Bad Godesberg

GREECE

Librairie Kauffmann
28, rue Stadiou
Athens

ICELAND

Snaebjörn Jonsson & Co. A.F.
The English Bookshop
Hafnarstroeti 9
Reykjavik

IRELAND

Stationery Office
Dublin

ITALY

Libreria Commissionaria Sansoni
Via Lamarmora, 45
Casella Post 552
Florence

NETHERLANDS

N.V. Martinus Nijhoff
Lange Voorhout, 9
The Hague

NEW ZEALAND

Government Printing Office
Mulgrave Street
(Private Bag)
Wellington

SPAIN

Mundi-Prensa Libros S.A.
Castelló 37
E-Madrid 1

SWEDEN

Aktiebolaget C. E. Fritze
Kungl. Hovbokhandel
Fredsgatan 2
Stockholm

SWITZERLAND

Buchhandlung Heinimann & Co.
vorm. Hans Raunhardt
Kirchgasse 17
CH-8001 Zurich

Librairie Payot
6, rue Grenus
CH - 1211 Geneva II

TURKEY

Librairie Hachette
469, Istiklal Caddesi
Beyoglu
Istanbul

UNITED KINGDOM

H. M. Stationery Office
P.O. Box 569,
London, S. E. 1

UNITED STATES

Manhattan Publishing Company
225, Lafayette Street
New York, 10012 — N.Y.

STRASBOURG

Librairie Berger-Levrault
Place Broglie

Printed in the Federal Republic of Germany